The University *of* North Carolina *at* Asheville

The First Sixty Years

WILLIAM EDWARD HIGHSMITH

It was a winter evening in 1926 when A. C. Reynolds first shared with a small group of Asheville residents his dream of a college for local students who wanted more than a high school diploma. It was clear that they would have to make that dream come true themselves and, little more than a year later, Biltmore Junior College opened its doors to 86 freshmen.

That ongoing commitment, coupled with a long-standing liberal arts tradition, superior faculty, and dedicated students, has carried the institution through several name and location changes; the stretch from a two- to a four-year program; the transition from college to university; political upheavals; budget crunches; building spurts; and the addition of new programs and faculty to meet students' changing needs and numbers.

The campus has changed considerably since the fall of 1927. Instead of cramped quarters in the basement of Biltmore High School, the university's 265 hilltop acres feature well-equipped laboratories, an excellent library, spacious art studios and galleries, dormitories for those students who choose to live on campus, a sports complex, and enough classrooms to accommodate a student body that has increased by 3,300 percent. Although the list of majors now includes select career-track and pre-professional programs, the focus remains a liberal arts education. Faculty continue to be those dedicated to teaching and distinguished by scholarship. Class size remains small, and community support is still as strong as ever.

(*continued on back flap*)

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The University of North Carolina at Asheville

THE FIRST SIXTY YEARS

William Edward Highsmith

The University of North Carolina at Asheville

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TO MY FAMILY

And to A. C. Reynolds, Charles A. Lloyd,

J. J. Stevenson, Jr., Virginia Bryan Schreiber,

and all the others who, in the early days,

kept the dream alive when they

had nothing but the dream.

Hill

Contents

Preface | ix
Chapter One. Pioneering and Struggling | 1
Chapter Two. The War Years and the Return of the Veterans | 17
Chapter Three. On the Mountaintop | 32
Chapter Four. A New Campus – A New Beginning | 49
Chapter Five. Getting Under Way | 66
Chapter Six. The Late Sixties | 82
Chapter Seven. Merging with the University | 93
Chapter Eight. A New System | 108
Chapter Nine. Restructuring the University | 137
Chapter Ten. A Time of Troubles – A Time of Progress | 163
Chapter Eleven. A New Atmosphere | 206
Chapter Twelve. Gathering Momentum | 220
Chapter Thirteen. The Roaring Eighties | 238
APPENDIXES
A. Enrollment Trends of the University of North Carolina System | 293
B. The University of North Carolina at Asheville
Boards of Trustees | 294
Index | 297

A section of photographs follows page 132.

Preface

This book was written with several different audiences in mind: the alumni, who may be reminded of what was going on when they were students; the students and faculty who joined the UNCA community recently and have little or no knowledge of the earlier days; and future faculty and students, who should know of the events and decisions that have made UNCA what it is and what it will become.

In writing, I have concentrated on the academic developments and political events in the state that have been so important to the institution. There are also several people who must be recognized. Although they are not faculty members, these individuals have served Asheville-Biltmore College and the University of North Carolina at Asheville for many years, and it is impossible to think of the institution operating without their effective work. Many people have performed valuable service and greatly deserve recognition, but space restrictions allow me to include only a few whose work has had institutionwide impact.

Carolyn Frady is the senior employee on the campus, having started as the president's secretary in August 1962. She was my secretary and then administrative assistant for twenty-two years, and she serves in the same capacity for Chancellor David G. Brown. She personifies such words as *diplomacy*, *efficiency*, and *dedication*.

William H. Pott has been with the university since July 1969, first as business manager and then as vice-chancellor for finance. As a state auditor who had reviewed the school's books several times, he knew how

badly we needed someone in that position. One of the best ways to understand what he does would be to sit in on an exit interview conducted by the state auditors. Such meetings are always pro forma because no one can find anything wrong with the management of the state's funds, and they often end up with everyone laughing over the paucity of errors.

Samuel Millar retired in early 1986 as superintendent of the physical plant, but no one will ever forget the explosive personality who accomplished more on a stringent budget than anyone ever thought possible. He loved the campus, the buildings and landscaping alike, and he will long be remembered by those of us who worked with him for fifteen years.

Mary Miller, the calm and efficient director of personnel, has been at UNCA since 1963. She always takes time to treat each person who comes to her as if there were nothing more important than to respond to that person's inquiries.

Jo Cadle has been presiding with quiet perfection over the registrar's office for many years. In an administrative office where there is no margin for error, her record for accuracy was legendary long before the age of the computer.

Jacquelyn Peterson, administrative assistant to the vice-chancellor for academic affairs, joined the staff in 1964, and her work has been a model of pleasant efficiency. She commutes every day from Burnsville and is never late, regardless of the weather. When there is snow and people in Asheville are calling to see if classes have been canceled, Jackie Peterson is at her desk answering the phones.

John Neuse, the director of accounting, has been working with total dedication to accuracy and service since the early sixties. He and William Pott make an excellent team and have worked well together for eighteen years. He is affectionately known as Mr. Clean, a nickname that describes his competence and professionalism.

Sandra Ochsenreiter has been secretary to three public relations officers in her years at UNCA. She is a happy, bubbly person who makes friends for the university in whatever she does. It would be difficult to imagine the Office of Public Information without her effervescence.

Joyce Williamson has managed the bookstore since the early sixties. Because of the growth of the campus, the store has expanded to more than twenty times its original size, but her management capabilities have kept pace with the job.

Howard Harmon, who has been supervisor of grounds since 1971, thoroughly appreciates my dream and that of the original landscaper, Charles G. "Buzz" Tennent. We all share the desire to make the campus a place of unique beauty. Since Tennent's death, Harmon has admirably shouldered the responsibility for all the landscaping, including planning and supervising. He has made inspired use of such magnificent gifts as six thousand choice rhododendrons and azaleas from Wells Nursery in Brevard and fifteen thousand tulips from Biltmore House and Gardens.

I am deeply indebted to several people whose administrative decisions made this book possible. Among them are President Emeritus William C. Friday, who worked with me and the appropriate boards to allow me to remain as research professor after retiring as chancellor; Chancellor David G. Brown and Vice-Chancellors Laurence Dorr and Jeffrey Rackham, who showed great leniency when it came to my schedule; and Dr. Milton Ready, who was chairman of the department of history during the time I was teaching and actively researching and who helped me think through what needed to be told. He is the director of the Southern Highlands Research Center, a repository of material that has been very valuable in the writing of this book.

I am pleased to acknowledge my indebtedness to Karl Straus, Helen Zageir, Ruth Feldman, and Dr. Sprinza Weizenblatt for making research funds available throughout this project.

I also am indebted to Susan Elliott, who has been the typist for the manuscript for many months. She has demonstrated friendliness and a high level of efficiency in working with me on this project, and the fact that some of this was done under adverse conditions makes her contribution even more valuable.

Words are incapable of expressing my deep and abiding indebtedness to my wife, Allene. She has been with me when everything was going well, and she has stood by me when situations looked bleak. She loved the faculty and staff, and nothing made her happier than entertaining them at the chancellor's residence. I could not have written this book without her unwavering love and support.

William E. Highsmith
March 1987

C H A P T E R 1

Pioneering and Struggling

The postwar era in Asheville really began on November 11, 1919, the first anniversary of the armistice that ended the Great War. The city was covered with flags and bunting as each store, bank, and other enterprise joined in the celebration. Bands played, and a parade moved through the main streets of the city. A few Confederate veterans led the way, followed by a rather sizable contingent of men who had served in the Spanish-American War. Then came the real heroes of the day, the regiments from Asheville and western North Carolina that had been part of the Thirtieth Division. They marched to form a military square around the Zebulon Vance Monument in the center of Pack Square. People from all over western North Carolina had come to Asheville for the occasion.

Postwar Asheville did not go back to being the peaceful town of the early twentieth century. Asheville was unique for a city of its size, boasting such showplaces as Biltmore House, the Grove Park Inn, and Seely Castle, and it had caught the eye of land developers and investors, principally from south Florida. They realized that people would come to the mountain city in much larger numbers for their health, and they saw the scenic land as a mecca for tourists. As a result, they considered the city well suited to bigger, better buildings and subdivisions. Within a few years, Asheville was a boomtown. As in the boomtowns of the Great West, something of value had been discovered—confidence in the future.

Confidence could not be bought and sold, but land could, and a real estate boom dominated Asheville in the early twenties. Frank Coxe, whose

family had been prominent in business and real estate for several generations, has lived in Asheville since the start of the twentieth century. He tells of the frenzied rush to buy land, of people carrying options on parcels of land to the courthouse to record them and selling the options on the street before they even got there—for considerable profit. The *Asheville Citizen* regularly ran advertisements announcing new subdivisions and land-investment organizations for local investors. Some guaranteed profits of $100,000 in a very short time.

The tide started to turn in the summer of 1926, after a hurricane devastated Miami and ruined many of the developers who had been dealing heavily in Asheville. Suddenly there were more sellers than buyers of land, and prices subsided within a few months. But the boomtown attitude did not really collapse until the Great Crash of 1929.

By the mid-twenties the city school system was growing so rapidly that it was causing a great deal of difficulty for the city school board and the superintendent. At that time there were two high schools in Asheville. Hall Fletcher High School served West Asheville. Asheville High School, located on Oak Street, had been built for 800 to 900 students. By the mid-twenties, the enrollment was 1,400 and growing, and the school board, composed of F. L. Conder, Mrs. S. B. Sullivan, W. Vance Brown, and William M. Smathers, had many discussions with Wilfred L. Brooker, the city superintendent, concerning a solution to the problem. After consulting with members of the city council and the chamber of commerce, the school board decided to use the two buildings for junior high schools and to build a new, consolidated high school.

One of the innovative aspects of this decision was the plan to design the new building so one wing could be used for a junior college. Some people referred to that level as the twelfth and thirteenth grades, because school systems operated then on an eleven-year basis. At that time, few school districts in the country had considered incorporating higher education within a city school system, and it was a pioneering effort for those involved with the new city high school to include a junior college, with free tuition for Asheville residents, in their plans.

Members of the city council reviewed and approved the proposal. The junior college was to have its own wing, complete with classrooms, laboratories, assembly hall, and offices. A vote on the issue was set for September 28, 1926. The total bond referendum presented to the people of Asheville was for $1.5 million, which included the purchase of land be-

tween Victoria Road and the newly cut McDowell Street. The vote was overwhelmingly in favor of building a large high school that would serve as a community center and junior college, as well as a high school. Shortly after the election, the city school board named Douglas Ellington the architect for the building. Ellington designed the building so it faced McDowell Street rather than Victoria Road. It was to be ready for occupancy by the fall of 1928. The cost of the building itself was $650,000.

Once the construction contracts had been awarded, the city school board and Superintendent Brooker began preparing for the merger of the high schools and assumed responsibility for developing a curriculum and hiring faculty for the new junior college.

Meanwhile, all was not quiet in the county school system. Some dramatic changes had been taking place in the system while city officials were promoting and planning the new school building. The citizens of Buncombe County awakened on the morning of March 31, 1926, to headlines in the *Asheville Citizen* announcing that the county superintendent of schools had been arrested for debauching a member of his faculty. He was charged with having had an affair with a teacher who was married to a doctor at the Veterans Administration. He was alleged to have promised her a better job in return. The superintendent protested that he was innocent but submitted his resignation to the county school board. It was accepted at a special meeting of the board held on April 6, 1926. At the same meeting, the board named Alonzo Carlton Reynolds superintendent of schools.

It would have been difficult to find anyone more qualified under these circumstances than A. C. Reynolds. He had already served a term as superintendent of Buncombe County schools and had been president of Cullowhee Normal and Industrial School.

Reynolds was aware of what was taking place within the city school system when he accepted the position. He talked with several members of the county school board, particularly to members of the school committee in the Biltmore district, where a new high school was being built. One of Reynolds's major supporters was Thomas M. Howerton, an engineer and contractor who was, at the time, constructing the tunnel that replaced the crooked climb over Beaucatcher Mountain, allowing rapid access between the downtown area and East Asheville. Howerton lived on Busbee Road in Biltmore Forest, and he and his wife were both active on the Biltmore district school committee. Several meetings were held in the

Howertons' home concerning the possibility of establishing a county junior college. Reynolds, the Howertons, and their friends did not think it right for the city to offer a junior college education free to citizens of Asheville while the other young people of Buncombe County were denied the same opportunity.

In July 1927, at the Buncombe County Courthouse and at the call of Reynolds, Howerton, and supporters, a public meeting was held to gauge the strength of public support for a junior college. Results were overwhelming. Reynolds and his associates proceeded immediately with plans they had already formulated to establish a junior college in the Biltmore district. If they moved quickly, they could have a county college in operation before the new city high school building, with its junior college, opened in 1928. They succeeded because Biltmore High School was one year closer to completion than Asheville High School was.

Reynolds made some important administrative adjustments in the Biltmore school district. W. H. Jones was to be the principal of the new Biltmore High School, but Reynolds changed his title to superintendent and put him in charge of Biltmore Elementary School, Biltmore High School, and what was to be called Buncombe County Junior College. That made W. H. Jones the first chief executive officer of the junior college. S. B. Conley was named dean of men. Several faculty positions were filled, and on September 7, 1927, Buncombe County Junior College opened its doors. Meanwhile, the Asheville High School building was still under construction.

The plan was to have Buncombe County Junior College provide the first two years of a collegiate education. Students could then transfer to four-year colleges and universities. At the same time, school officials recognized that some students would be satisfied with two years of college, and preparations were made to include vocational tracks, such as industrial arts, prenursing, teacher education, and secretarial science.

Buncombe County Junior College opened in 1927 with eighty-six students enrolled. It is not an exaggeration to say that the overwhelming majority of these students would never have had a chance at work beyond the high school level had it not been for the junior college. They came from Candler, Weaverville, Black Mountain, and various rural communities surrounding Asheville.

Commuting to the college was not that difficult. Students could travel by streetcar to Pack Square, transfer to Biltmore Road, then walk from the

end of the streetcar line to the new Biltmore building. A few of the students owned cars, and it was their practice to stop along the way and pick up fellow students. During the early years of the junior college, the streetcar company sold students ten tickets for twenty-five cents.

Classes were held in the basement and the students had access to various facilities within the school building. The cafeteria was also in the basement. One complaint the junior college students had was that they were not allowed to eat until all the other students had eaten.

The students immediately began organizing and raising funds for the extracurricular activities they wanted. They shared the playing fields with Biltmore High School and soon had football, basketball, and baseball teams, a glee club, an international relations club, and a newspaper called the *Highlander*.

In 1928 Virginia Bryan joined the faculty and became dean of women. Her relationship with the school would last for decades. She taught English and creative-writing courses. The students were so pleased with the results of their work that they wanted to have them published. Accordingly, in 1929, Dean Bryan began publishing *Bluets*. The publication, named for the mountains' forget-me-not flower, was enormously successful for many years.

The fact that Buncombe County residents had never actually voted for a junior college did not go unnoticed. Two people, in what became known as the *Zimmerman* case, brought suit against the county school board, charging that the board had no authorization to operate a junior college and that funds for the institution were being taken from the regular budget of the county school system. The *Zimmerman* case became well known after it was appealed all the way to the North Carolina Supreme Court. The court ruled that a school board had every right to establish and finance a junior college if it considered postsecondary instruction a valuable and necessary part of the educational system. The *Zimmerman* case was widely cited for years and became legendary as the junior college movement grew throughout the country.

While Buncombe County Junior College was completing its first year, construction of the new Asheville High School continued. It was completed on schedule and opened in 1928. The junior college was named the College of the City of Asheville. It had its own separate administration, faculty, laboratories, and assembly hall. It shared the athletic facilities with the high school students.

Following the lead that had been established a year earlier at Buncombe County Junior College, the students quickly organized football and basketball teams. They expected the college to grow rapidly and become as large as the high school.

The College of the City of Asheville enrolled 132 students during its first year. The *Asheville Citizen* began encouraging an athletic rivalry between the two junior colleges. Actually, the schools played only one football game, which the county team, with its additional year of experience, won easily.

In the fall of 1928, and again in 1929, there were two junior colleges serving Asheville and Buncombe County. Talk soon began about merging the institutions at Asheville High School's superior facilities, but it never amounted to much because each system insisted on maintaining its own college. Given the situation that existed during those two years, it would seem that the College of the City of Asheville had the better chance of survival. It had a strong and extensive curriculum that included eight courses in English, fourteen in history, eight in Latin, and mathematics courses through calculus. The sixty semester hours required for graduation included twelve in English, six in mathematics, six in history, six in a foreign language, six in science, and twenty-four in electives. Every effort was made to provide the students at both junior colleges with activities that were not directly related to the degree-credit curriculum. In March 1930 a basketball tournament was held for junior colleges from the entire Southeast. Students from schools as far away as Florida came to play basketball, and both local teams competed as well.

The stock market crash and the Great Depression destroyed the College of the City of Asheville. Asheville was hit hard and quickly by these two economic catastrophes. Both school boards now had the problem of operating school systems with greatly reduced revenues. A. C. Reynolds had been employed as Buncombe County's superintendent of schools in 1926 at a salary of $6,000. In 1930 his salary was cut to $2,400. At the same time, the city school board was forced to lay off teachers and had great difficulty finding the revenue to pay those who remained.

In the fall of 1930, the College of the City of Asheville simply did not open. Meanwhile, the Buncombe County school system no longer had funds for teacher salaries and other expenses to operate the county junior college on a tuition-free basis. The result was that in the fall of 1930, the faculty of Buncombe County Junior College determined they would con-

tinue to teach but could no longer provide education free of charge. Tuition was established at $100 a semester, and enrollment immediately dropped. Inasmuch as the Buncombe County school system provided no financial support, the decision was made to change the name of the college to Biltmore Junior College, since it was being operated entirely as a part of the Biltmore school district. The faculty of Biltmore Junior College accepted, on a transfer basis and at face value, all the credits earned by students of the College of the City of Asheville who wanted to transfer.

With the demise of the College of the City of Asheville, Buncombe County was left with only one publicly supported junior college, but it was already attracting some good students. They enrolled for a variety of reasons, but most did not have the funds to go away to college. Many of these early students would make names for themselves and important contributions to the public welfare in the years to come.

The first graduating classes had valedictorians—the students with the highest grades. Each class also elected one person to speak for the class. The 1929 graduates chose Roy A. Taylor, and the 1930 class chose Gordon Greenwood. Their leadership would continue for many decades after they graduated.

Taylor was involved in debating and a variety of other school activities. Greenwood, nicknamed Jack, was an excellent athlete and starred in football, basketball, and baseball.

Biltmore Junior College athletic teams played against teams from Mars Hill, Lees-McRae, and other junior colleges, and the local newspapers were generous in their coverage of the games.

The hardest years for the college were the Depression years of the thirties. Although there were some faculty who came and stayed for only a year or two, several kept the school alive through the hardest times. A. C. Reynolds, the county superintendent, gave up that position in 1933 and was elected by the faculty as president of the college, which allowed him to devote his time to raising support for the school. Charles A. Lloyd was a professor of English and a very important person to the school throughout the thirties. He was a public figure who continually tried to improve the use of basic English. He had a radio program called "Our Mother Tongue," which ran for years, and he published a book entitled *We Who Speak English*. Virginia Bryan continued the publication of *Bluets* in conjunction with her creative-writing course. J. J. Stevenson, Jr., taught the social sciences and was also the bursar of the college. These people kept

the college alive at a time when it would have been easy to simply fold up and blame the Depression, as many other institutions were doing. They were dedicated teachers, and they knew the junior college offered many local students their only chance to receive some form of education beyond high school. By the early thirties, the school had abandoned some of the instructional programs and was concentrating entirely on academic-parallel or college-transfer programs. Many of the students from those early years became prominent citizens, such as Claude DeBruhl, Gertrude Ramsey, and Mary Cordell, who later married Martin Nesbitt.

After A. C. Reynolds became president in 1933, he began negotiating with the Asheville City School Board to find a better place for the college. In early 1934 he began to consider the possibilities at the David Millard Junior High School, on Oak Street near the First Baptist Church. It was centrally located, so students would find it much easier to get to than Biltmore. By 1934 Asheville High School was moving along nicely, but the junior high schools, particularly David Millard, had a small number of students enrolled for the size of the buildings. David Millard actually housed only the seventh and eighth grades, and about half of the facilities were unused.

Reynolds also needed some kind of board. The county school board was no longer directly involved; the school was really run by Reynolds and the faculty, with no board of directors or trustees to represent the leadership of the area. Reynolds called on the community to consider support for the college, which was barely holding itself together. In early 1934 a meeting was held at the home of Curtis Bynum on Macon Avenue. The situation was obvious: if the school was to survive, it would be necessary for some group other than the faculty to have legal responsibility. Both school boards had all they could handle at the time in trying to keep the public schools open and providing their teachers some kind of pay. After several meetings, a board of trustees was formed, with Dr. H. G. Brookshire as chairman. A charter was filed with the North Carolina secretary of state and bylaws were drawn up by the board of trustees. The faculty and Reynolds then turned over to the newly created board all legal authority for the college.

At that time there were slightly fewer than 150 students enrolled in the college. Courses were being offered in economics, education, English, dramatics, French, German, history, Latin, mathematics, mechanical drawing, biology, chemistry, physics, sociology, and psychology. A sub-

stantial portion of the teaching was done by part-time members of the faculty, a practice that would be continued for many years. By 1934 the college had accumulated a library of approximately three thousand volumes. From early on, the students were allowed access to Pack Memorial Library, which greatly expanded the availability of supplemental reading material.

By the early thirties, the literary magazine *Bluets* had become well known as exemplary student creative writing. The publication took first place for three years in a row in a competition at the Southeastern Junior College Association. In 1934, for the first time, it entered a nationwide contest conducted by the Columbia University School of Journalism in New York and took third place. The honors would continue for many years.

The newly created board of trustees, with Dr. H. G. Brookshire as chairman, began considering the serious needs of the college. Other well-known local citizens served on the board, including C. Fred Brown, Curtis Bynum, and Clarence Morgan. The board's ex officio members included the chairman of the county commission; the mayor of Asheville; the superintendent of the city schools, who at that time was R. H. Latham; the superintendent of county schools, Frank Wells; and the secretary of the Asheville Area Chamber of Commerce, Fred L. Weede.

After extensive discussion, the Asheville City School Board and the college trustees reached an agreement that the college would move its operation to the David Millard School. The school board approved the plan, but not until August 18, 1934. The junior college had less than one month to pack up all the belongings accumulated during seven years at Biltmore High School and move to the new location.

In the fall of 1934, President Reynolds was confronted with internal problems that were almost as difficult to deal with as those that had already been surmounted. A section of the junior high school had been restricted to the use of Biltmore Junior College. However, the students were becoming quite discontented about rules that they considered juvenile, focusing particularly on one specific issue: they wanted a formal school dance to be held on the college property. Reynolds emphatically refused, telling the students that dancing created sexual passion and led to immorality. The students considered Reynolds's statement nothing less than an assault on their common decency. Of the more than 150 students enrolled, approximately half became involved in a strike. Some students

asked to meet with the board of trustees and requested the resignation of President Reynolds. This intense conflict lasted for several weeks. Reynolds appeared before the board of trustees, which had been in existence for only a few months, and told the members that if they, as the legal authority of the institution, allowed the students to have a dance in the name of the college, he would immediately resign his position. After due deliberation, the board decided to back Reynolds and denied a petition that had been signed by a substantial number of students. The matter ended with that decision. Students who wanted to dance could do so on their own, but there were no school-sponsored dances as long as A. C. Reynolds was in charge.

The first class to have its graduation in the David Millard School was unusual in that there were three valedictorians: Sadie Markowitz, Graham Ponder, and Evelyn Reynolds. Each had accumulated a straight A average during the two years at Biltmore College. They were also involved in other activities—for example, Sadie Markowitz served as the editor of *Bluets*. During that same year, the Biltmore Players, who wrote and produced their own plays, won two awards at the drama festival held every year in Chapel Hill.

The newly created board of trustees and the city school board had worked out a financial arrangement for the college to use the David Millard School. The college was assigned seven rooms on two floors in return for a $100-a-month payment to the city toward the development of a bond for security against any damage. Within two years, it was apparent that the college board was not going to be able to raise money or give any real assistance to the school. Dr. Brookshire, the chairman, initiated discussions with the Asheville City School Board in May 1936. The plan was to remove the junior college from the trustees' jurisdiction, abolish that board, and turn over to the city school board all responsibility for running the college. The city board went on record as favoring the continuance of the college, but meetings went on for several weeks before the decision was made. On June 23, 1936, the city school board agreed to include Biltmore Junior College in the city system. The members of the Asheville City School Board who signed the certificate of incorporation of Asheville-Biltmore College on August 15, 1936, were Mrs. Robert Russell, Mrs. Howard G. Etheridge, Carl C. Proffitt, William M. Smathers, and Edward N. Wright. Although the legal name of the school became Asheville-Biltmore College, it was popularly called Biltmore College for many years, and the former name remained in the catalogs until 1945.

The faculty worried that the North Carolina Department of Public Instruction would not grant the institution accreditation. One reason for their concern was that each college was required to have a minimum income of $5,000 per year over and above the collection of tuition and fees. The faculty doubted that $5,000 would be available from the city and wrote to Dr. J. Henry Highsmith, the superintendent of the Department of Public Instruction. He replied that the college's accreditation was in no danger.

A. C. Reynolds announced that he would resign as president as soon as the Asheville City School Board was able to assume responsibility for the operation of the college. The board, with Edward Wright as chairman, voted unanimously to accept responsibility for Biltmore College on the following basis: (1) all property owned by the college would be assigned to the city school system, (2) existing debts would be paid by Biltmore College before the school system assumed responsibility, (3) the college would assume no financial obligation without the approval of the city school board, (4) all tuition and fees collected by Biltmore College would be turned over to the business manager of the city schools for disbursement, (5) control and management of the college would be entirely in the hands of the Asheville City School Board.

R. H. Latham, superintendent of the city schools, then made the recommendation to the school board that a dean be named following the resignation of A. C. Reynolds and that it be Charles A. Lloyd, who had been with the school for several years. Latham also recommended that J. J. Stevenson be the bursar, but the position went to Albert H. Roberts when Stevenson refused. In addition to Stevenson, the other full-time members of the faculty were Virginia Bryan, in English, and W. Ernest Merrill, in chemistry and biology.

Enrollment edged slowly upward for several years after the college became part of the city school system. Tuition and fees were set at $110 per year. Many students who would become prominent in later years attended A-B College in the late thirties, while it was located at David Millard. In 1939 the first edition of the *Summit*, the Biltmore College annual, was presented. The editor, Bill Horton, later became prominent in the community and was at one time vice-mayor of Asheville. Leroy Love became a successful Wall Street attorney. Perry Alexander, a member of the class of 1939, was an affluent businessman in Asheville for four decades after his graduation. John Shuford went on to law school, represented the district in the General Assembly, became a prominent attorney, and was chairman

of the Democratic party in Buncombe County for many years. The 1939 freshman class elected James M. Hall, Jr., as its president, an office he held during his sophomore year as well. He later became a civic leader and served as the chief executive officer of the Carolina Power and Light Company for western North Carolina. Sadie June Love was secretary of the freshman class. She too was prominent in civic affairs after she married Bruce A. Elmore, an attorney who served as a trustee and chairman of the board of trustees many years later. Henry Baker, a freshman in 1938–39, later became the head of the Prudential Life Insurance Corporation for the area. The leading literary person to attend A-B College at this time was Wilma Dykeman, who earned a national reputation writing about southern Appalachia. Richard Kaplan, who was there in the late thirties, has been on the staff of the *Asheville Citizen-Times* for many years.

Although the school was small, there was a liveliness about it, and students took their studies and activities seriously. Probably the most active student group was the staff that produced *Bluets*, since the publication was achieving prominence in junior college circles. Each year six or eight people would work with Virginia Bryan in selecting the poems, short stories, and other articles written by students in their creative-writing classes. A group called the Masqueteers wrote and produced their own plays. They competed annually in Chapel Hill against other junior colleges and brought back numerous awards over the years. The international relations club had plenty to discuss in the late thirties as international conflict became more ominous in both Europe and the Orient. The club was composed of twenty-five to thirty young people. Their purpose was to stay informed about international developments that would have an impact on the United States. Almost without exception, every member of that club served in the armed forces a few years later.

Football was abandoned in 1937 for financial reasons, but the basketball team continued to play a restricted schedule with the other junior colleges in the area.

In 1940 a change in the public school system had a drastic effect on the college. A proposal to add a twelfth year of public school was approved, which meant that grades 10, 11 and, 12 would be at Lee H. Edwards High School. The school had been called Asheville High School from 1928 until 1935, when the popular young principal, Lee H. Edwards, died. Shortly thereafter, the school was renamed in his honor. The addition of the twelfth grade meant that ninth graders who had previously attended Lee Edwards would go back to Hall Fletcher and David Millard.

Since space at David Millard would be needed exclusively for the junior high school, there would be no more room for A-B College. All of this was outlined in a letter from R. H. Latham, city superintendent of schools, to Dean Lloyd. The city schools would retain their responsibility, but it would be necessary for the college to find another location. At this time the school began to look at the possibility of using space owned by the Asheville Normal and Teachers College, a school with an interesting history.

It had its origins in the 1880s, when the Reverend and Mrs. Lewis McKendrick Peace moved to Asheville from New York City, where they had been operating a settlement house. They became infatuated with the area and bought approximately thirty-one acres of land where Memorial Mission Hospital is now located. They opened a boardinghouse and quickly became aware that most of the young women coming to Asheville had little or no education. The girls' school that the Reverend Peace conceived of went through several name changes over the years. In 1887 he leased the property to the Home Mission Board of the Presbyterian Church of the United States, which assumed the responsibility of operating a school. Within a short period of time, the school had seventy boarders and forty day pupils. The girls ranged in age from five to twenty years. The school had definite religious overtones and was oriented toward practical work. Dr. Thomas Lawrence, a Bible scholar from Scotland hired by the Home Mission Board, served as president of what was called the Normal and Collegiate Institute for fifteen years, retiring in 1907 at the age of seventy-five. During those years he gathered funds from Presbyterian churches and the Home Mission Board. Gradually a fine campus, composed of industrial arts buildings, academic buildings, and several dormitories, emerged. Professor Edward P. Childs succeeded Lawrence as president and continued to run the institution in much the same vein.

Dr. John E. Calfee became the president in 1916 and remained in the position for more than twenty years. During this period, the enrollment grew to approximately four hundred students, and the school began to concentrate on the training of teachers. An important teacher for many years was Florence Stephenson. The dormitory that was built and named in her honor was purchased by the Norburn brothers after World War II and the demise of the institution for the purpose of making it into a hospital. Florence Stephenson Hall became the Victoria Wing of Memorial Mission Hospital and remained standing until the fall of 1981.

The Home Mission Board changed the name of the school to Asheville

Normal and Teachers College in 1931 and established a bachelor of science degree in education. The college placed its entire emphasis on teacher training. By the late thirties, however, students were becoming restless with the severely limited program, particularly with the restrictions on their personal freedom. For example, they could visit with their own families only during certain specified hours on Sunday afternoons, and their mail was not delivered until it had been read by someone in the president's office. They staged a sit-down strike, refusing to attend classes until some remedy was given. In 1937 Dr. Calfee resigned as president. His resignation, coupled with declining enrollment, crystallized the Home Mission Board's decision to cut off funds and let the school stand or fall on its own. Dr. Frank C. Foster became president.

When the financial support from the Home Mission Board was terminated, Dr. Foster and the local board made a considerable, but largely futile, effort to secure support for the teachers college from the people of Asheville and surrounding areas. By 1941, therefore, when Asheville-Biltmore College was looking for a place to operate, it had only to go across town to find a school that had been in operation for many decades but was now struggling to survive. An agreement was reached that Lawrence Hall, a four-story wooden building, would be leased to A-B College and the classes would be scheduled so that the two schools would not interfere with each other. In the fall of 1940, A-B College moved once again and occupied Lawrence Hall.

When the transfer was made, the enrollment of A-B College was 160. It rose to 187 during the 1941–42 academic year.

Charles A. Lloyd, who had been a professor and dean for many years, died on November 10, 1940. It is difficult to exaggerate the importance of his contribution during the years he served the institution. He was a scholarly and gentle man who was dedicated to the continuance of the college. He was greatly missed, particularly because his death came so shortly after the move to Asheville Normal. The city school board asked J. J. Stevenson, Jr., to take Lloyd's place. Stevenson served as dean during the remainder of the years at Asheville Normal School and throughout most of the war years.

After the move, the college was still under the authority of the city school board, with William M. Smathers as chairman. R. H. Latham was still superintendent of the city schools and represented the board in its relationship with the college. Other members of the board were E. B.

Roberts, W. Arthur Goodson, W. Randall Harris, and Mrs. T. Allen Luther. The school had seven full-time faculty and about fifteen part-time faculty. The full-time faculty who moved to the new location in the fall of 1940 were Dean J. J. Stevenson, who taught history and government, Virginia Bryan, who taught English and was dean of women, E. Ray Mann in mathematics and physics, W. Ernest Merrill in biology and chemistry, Francis S. Wilder in economics and sociology, W. A. Jones in modern languages, and Adele Lowrance in secretarial science. The new president of Asheville Normal was seriously concerned about survival. The institution did not have financial support from the city, except for the money that A-B College paid to rent space.

The two years that A-B College was at Asheville Normal were not happy years. There were frequent conflicts about the regulations that applied to the two different student bodies. It was also becoming increasingly doubtful that, without the support from the Home Mission Board, Asheville Normal would be able to continue in operation. The physical plant and facilities were good, though Lawrence Hall was in a state of disrepair. Had it been possible, A-B College would have purchased all the land and buildings owned by Asheville Normal. It was said that the entire property could have been bought for $60,000, an extremely low price for the value. Unfortunately, that amount of money simply was not available during the early war years. After two years of holding classes in Lawrence Hall, the A-B College once again began looking for a new home. Asheville Normal existed for two more years. In 1944 it closed its campus and became one of the schools that joined to form Warren Wilson College.

When it became apparent that A-B College would not stay after the 1941–42 academic year at the campus that had recently been renamed Asheville College, Superintendent R. H. Latham discussed the problem with the school board. In late July 1942 A-B College had no place to go. A special committee, headed by D. Hiden Ramsey, was established to find space. The group found a facility that, with some renovation, could be used as a site for the college.

By 1942 nearly all the men were gone, and the enrollment of the college was dropping rapidly. The amount of space needed was therefore much less than had originally been necessary. The facility selected was the Buncombe County Children's Home on Merrimon Avenue. The Buncombe County Board of Commissioners had been operating a facility at the corner of Merrimon and Gracelyn avenues that aimed at supporting, reclaim-

ing, and educating the indigent children of the county. The county had purchased a sizable number of acres on Woolsey Avenue in 1905, which later became Merrimon Avenue, for $5,000. A board of directors composed of prominent citizens was established. The children were lodged in a wooden home until 1922, when a modern brick structure was constructed, providing space for twenty-two girls and twenty-three boys. Several community groups had assumed responsibility for the children's home, among them the Children's Welfare League and the Civitan Club. By 1942 only a small number of children remained in the home, and they were only there on temporary assignment. The welfare programs of the thirties, the employment increase that resulted from the war effort, and the federal programs of aid to families with dependent children had greatly reduced the need for that facility. An agreement was reached between the city school board and the county to make the facility available to A-B College. The county's contribution was the commissioners' agreement to let the school operate in the building rent free, with the county paying for the utilities. The city school board assumed the responsibility for maintaining the building and for making whatever renovations were necessary in order to make it satisfactory for A-B College. The principal problems were providing adequate teaching space and installing equipment for scientific laboratories. These problems delayed the move, and it was not until October 1942 that A-B College moved its operation once again, this time to the building on Merrimon Avenue, where it was to stay for seven years.

C H A P T E R 2

The War Years and the Return of the Veterans

The move of the college to the former Children's Home on Merrimon Avenue was accomplished easily because the college did not have much in the way of equipment and library books, but the next several years were as difficult as the early forties had been. The problem was the absence of operating money. After the fall of 1942, nearly all the male students at the college became members of the various armed services. The enrollment in 1942–43 was about one hundred students and was dropping steadily. Even so, the students in the war years maintained high morale and received outstanding instruction. J. J. Stevenson continued for several years as dean. He was a quiet, scholarly man, a good teacher, and an excellent person to keep the school going under the most trying conditions. Another faculty member at the time was C. A. Sumner, who taught drama on a part-time basis. He wrote plays during the war, some of which were published and produced, but his primary responsibility was working for the Asheville newspapers. Sarah Vaughn, an Army wife, did an excellent job of teaching chemistry and biology, but she left as soon as the war was over. Virginia Bryan continued to offer courses in basic English and creative writing. Because of gasoline rationing, none of the students regularly drove to school. Streetcars had been abandoned before this time, but the city buses that replaced them made regular runs up and down Merrimon Avenue. There was a small snack shop in the building, but it was not adequate even for the small enrollment. Lord's Drug Store became the hangout, and students went there between classes for soft drinks and

lunch. There were no evening classes because transportation was too difficult. Although the college did not have an adequate library, students had access to Pack Memorial Library, and many went there to study after classes.

A few men attended A-B College for a short time while they waited to be called into service, and many earned outstanding reputations later on. Among them were John Ehle, Max Cogburn, and Blanton Wright. In order to help with the program, Virginia Bryan frequently tutored students at her home. One of the prominent students at A-B College during this time was John Bridges, who had enrolled after graduating from Asheville High School. When he contracted polio, he did not drop out. Faculty and fellow students took him the assignments, which allowed him to maintain his place and graduate with his class. From there he went on to the University of North Carolina at Chapel Hill, where he completed his baccalaureate degree in 1947. Bridges has said that his academic preparation was as good or better than that of those who transferred from other colleges or those who had spent their first two years at Chapel Hill, and he attributed that to the individual tutoring and attention he had received at A-B College.

Bluets continued to give students experience in proofreading, selecting items for publication, and dealing with printers. On the third floor of the building there was a little space where the drama club held rehearsals; it continued the tradition of going to Chapel Hill for the statewide competition.

A-B College students developed a real sense of community during the war years. They all knew one another, and the wartime adversities drew them close together. They also shared a commitment to higher education. The faculty recognized that and used these years productively.

The students were probably never fully aware of the school's serious financial situation, although they realized how small enrollment was. The classes averaged fewer than ten students. R. H. Latham, who was superintendent of the city school system and therefore responsible for the college, wrote a letter to the Honorable L. Lyons Lee, mayor of Asheville, on May 6, 1943. It would not be possible to convey the intensity of concern by simply summarizing the letter. It read:

> My dear Mayor Lee:
>
> Since City Manager Burdette is out of the city, the Board of Trustees instructed me as secretary to write you regarding the critical situa-

tion now facing Biltmore College. The urgency of conditions will not permit delay, as immediate action is necessary if this institution is to be prevented from closing.

You are acquainted with the fact that from 1936–1942, City Council has contributed annually $5,000 for the support of Biltmore College. This year, however, only $2,500 was appropriated. This may have been because Buncombe County, in September 1942 turned over to the college, without any rental charged, the building formerly occupied by the children's home. This may have been regarded as equivalent to an appropriation of $2,500 on the part of the county. The plain fact, however, is just this: the college cannot operate on less than $5,000 over and above its revenues from tuition and fees. This is true not only from the standpoint of its accreditation by the Department of Education of the State of North Carolina but also from the inability of the college to meet its budget on less than this amount. When the college occupied the David Millard Building, it paid no rental fee and received $5,000 from the city. While it is true that [Asheville] Biltmore paid Asheville College $3,000 for use of its facilities for the school years 1940–41 and 1941–42, this was too heavy a drain on its resources, even though this amount included all services such as upkeep, library, heat, light, water, and janitor supplies and services. The matter boils down to this; unless Biltmore College can be assured an appropriation of $5,000 for the next year, it must cease operation at the end of the present school term.

It is necessary for the Board of Trustees to know immediately whether or not this appropriation will be made for two reasons.

First, in fairness to the teachers, they must know whether or not they will have positions at Biltmore College next year so that they can be looking for employment elsewhere if the college ceases operation.

Secondly, in fairness to the students who expect to attend Biltmore College next year, they must have this information so that they can plan to go to some other school or seek employment if the school ceases operation.

With reference to the unpaid balance of $2,500 upon which the college is depending, there remains just this to be said. It will be impossible for the college to balance its budget and make certain essential improvements without this amount. The Board of Trustees and the Dean of the college who are responsible for the administration of the school counted in good faith upon receiving the full

$5,000 and they feel a grave injustice would be committed if the college should not be given the full amount of the annual appropriation and, because of this, should be compelled to default on obligations contingent with its operation.

The Board of Trustees has always looked to City Manager Burdette, the mayor, and City Council for the support of Biltmore College. It has been this group which has had the vision to see the need and the possibilities of this institution. You gentlemen can count on the Board of Trustees, in concert with the progressive citizens of Asheville, to have recognized the fact that the city cannot progress and has every right to assume itself unless its educational advancement keeps pace with its economic development. In view of the fact that the excellent reward of Biltmore College throughout the past sixteen years bids fair to move forward to greater achievements now that it has its own campus, it would be nothing short of calamitous for Biltmore College to be forced to close its doors when it can be saved for so small an amount of money.

The Board of Trustees, along with the alumni of the college and in common with the many friends of Biltmore, earnestly hope that the City Council can take immediate steps to provide the balance of the funds necessary to meet the budget for this year and can give assurance that an appropriation of $5,000 will be provided annually for the continued operation beyond Monday, May 24. We hope you can give us an answer on or before that date so that the members of the faculty of Biltmore College may be informed. Please accept my personal thanks for your interest and help in this matter. It is on the basis of such interest as you, the City Manager, and the City Council have demonstrated, that one can express the conviction that Biltmore College will, year by year, become an increasing source of pride to the citizens of Asheville.

Cordially yours,
R. H. Latham, Secretary
Board of Trustees of
Biltmore College

The letter to Mayor Lee and the city council worked. The school opened its doors the following fall, and $5,000 from the city was part of the budget.

It is almost impossible for those familiar with the budgets of contemporary colleges and high schools to understand how Biltmore College was able to operate on such limited funding. A brief review of the budget for 1943–44, which was the lowest point in enrollment in the institution's history, illustrates the perilous finances. During the fall semester, there were seventy-eight students. That spring, only sixty-seven students were enrolled. Tuition collected from students amounted to $6,000, and the appropriation from the city was another $5,000. Counting a few of the sources of income, operational funds amounted to a total of $14,272. The salary of a full-time faculty member was about $1,800. In 1943–44 Virginia Bryan received a salary of $1,800, which was identical to the salary she had received as a new member of the faculty in 1928. In addition to a similar base salary, J. J. Stevenson, Jr., received $450 for his services as dean for the 1943–44 school year.

On April 23, 1944, at a regular meeting of the school board, which was sitting as trustees for A-B College, J. J. Stevenson resigned as dean, effective at the end of the academic year. A committee was formed to work on plans for Biltmore College and to secure the services of another dean. The two people appointed to that committee were Superintendent R. H. Latham and Charles G. "Buzz" Tennent, who had become a member of the Asheville City School Board just the year before. One of Latham's proposals was that A-B College move back to Lee H. Edwards High School and become an integrated part of the school system. Although there would be no assumption of money from the city schools, city school officials would have legal responsibility for the college. They would collect the tuition and fees and receive the funds from the city council. Though the board authorized Latham to call Dr. J. Henry Highsmith at the North Carolina Department of Public Instruction to determine if a college could be absorbed and run by the city school system, other members of the school board did not agree with Latham's proposal. Pat Burdette, the city manager, wanted to leave the college where it was, feeling that the problems of low enrollment and low funds would disappear once the war was over. He thought things could stay as they were if the city would continue to contribute $5,000 a year. His position reflected the views of a majority of city council and school board members in the summer of 1944.

The board persuaded Dr. William H. Morgan to accept the position of dean. Members also increased the salary that had been paid to Dean Stevenson and told Morgan that the raise to $3,000 would be contingent

upon the availability of funds. Morgan, who had become quite familiar with Biltmore College when it was located on the campus of Asheville Normal and Teachers College, assumed his responsibilities in the fall of 1944. It was during this time that Virginia Bryan received approval for a leave of absence to teach for two years at the University of Tennessee.

During the last year of the war, another important personnel change occurred. Superintendent of city schools R. H. Latham resigned, and the board selected J. W. Byers, superintendent of Red Springs city schools, to be his successor. In the summer of 1945, the Asheville City School Board added some members to serve on the board of trustees for the college. Dean William H. Morgan was the ex officio secretary of the board, which was composed of Chairman C. Fred Brown, Captain Robert Lee Smith, W. Randall Harris, John Carroll, J. W. Byers, Martin Nesbitt, Mrs. M. A. James, and Natalie Hampton. One of the board's first acts was to make it clear that from that point on, that the college would be called Asheville-Biltmore College, which had been its legal name since 1936. Until the board's action in 1945, it had continued to be called simply Biltmore College.

In spite of enrollment and budgetary problems, the school survived the critical war years. At the time, few people recognized the enormous importance of a congressional act titled the Servicemen's Readjustment Act of 1944 and better known as the GI Bill. When the war ended, Biltmore College, like colleges all over the country, was suddenly inundated by large numbers of students whose education had been interrupted or who had never attended college before. The GI Bill, which paid their tuition and fees and provided some spending money, was one of the most significant pieces of social legislation in American history. It had its impact on colleges and universities all over the country, and it certainly had its effect on Asheville-Biltmore College.

At the beginning of the 1946 academic year, enrollment rose to 250. The increase caused by returning veterans made it necessary to look at the availability of building space and faculty. Dr. William H. Morgan resigned as dean in the summer of 1946, and Clarence Gilbert, who had been teaching government, was asked to replace him. The postwar faculty were almost all new, including Edward Merrill in English, John Miller in social sciences, Cathleen Godwin in English, Cornelia Ann Serota in biology, William W. Hanaman in mathematics, George Caldwell in mathematics and physics, Louise Williams as librarian and Spanish instructor, and Hil-

degard Honeywell as German and French teacher. Adele Lowrance taught secretarial science courses, and C. A. Sumner taught art and drama. Not all were full-time members of the faculty.

Dean Gilbert quickly became aware of the limitations of the facility. The board of trustees recognized the necessity of providing a gymnasium, an auditorium, and more classrooms. Federal funds were now available for such facilities, and A-B College was eligible because of the large percentage of students who were there on the GI Bill. A two-story government-surplus building, which was actually a large Quonset hut, was purchased and placed behind the existing structure. The board also authorized Gilbert to obtain equipment to resume athletic programs. A small snack shop and student lounge were opened, with students doing a great deal of the work. A new and revitalized student council wanted to improve the Merrimon Avenue campus, and a considerable effort went into planning for expansion and renovation of the facilities. It was apparent that with 250 students the college was rapidly reaching its capacity. The school was different now in that large numbers of men were enrolled. For the first time in the history of the institution there were parking problems: after the war everyone who could possibly do so was obtaining an automobile. Plans were made to reintroduce basketball in 1946 and football and baseball in 1947. There were no sports scholarships at the time, and many of the students were veterans who really wanted to play.

Another big change during the early postwar years erupted on May 22, 1947 at a meeting of the board of trustees. This story received big headlines in the *Asheville Citizen*. The members present were Chairman C. Fred Brown, Natalie Hampton, Martin Nesbitt, J. W. Byers, T. C. Roberson (Byers and Roberson had been made ex officio members because of their positions as superintendents of city and county schools), Dr. B. F. Morgan, Mrs. M. A. James, and Captain Robert Lee Smith. Dean Gilbert presented to the board his proposal for faculty members for the following year. In it he eliminated C. A. Sumner, the long-term part-time drama instructor, and Adele Lowrance, who taught secretarial science courses. Gilbert wanted to use the funds saved from their salaries to employ more full-time faculty members in the basic academic disciplines. The board refused to accept his request and reappointed the instructors with increases in salaries. Dean Gilbert resigned on the spot. The board would not back down, but members asked Gilbert to stay on at a higher salary. Gilbert said that a higher salary for a new dean was fine, but that he would

not accept any pay from a board that forced the chief executive officer to retain faculty members whose salaries could be used to better advantage elsewhere in the college.

Several students were present at that meeting. The majority supported Gilbert and projected a fight between the dean and Chairman C. Fred Brown, who were both Democratic candidates for the Asheville City Council. The students organized a parade down Merrimon Avenue into town, maintaining that Gilbert's civil rights were being violated and charging that he was maneuvered out of his position as dean because he was running against the chairman of the board. Gilbert reiterated that he was simply trying to get rid of faculty who had small classes and to prepare the school for accreditation by the Southern Association of Colleges and Schools. The students went to the city council and complained, but there was little left to do when Gilbert refused to reconsider his resignation. The board of trustees appointed R. A. Tomberlin to operate the school on a temporary basis during the 1947 summer session and selected a search committee to find a qualified person to serve the college as a president, because enrollment now justified having a president rather than a dean.

Virginia Bryan resigned in order to marry A. E. Schreiber, and Lutrelle Wishart, a former resident of Asheville, took Bryan's place. Her tenure lasted for approximately thirty-five years. Mary Miller was employed as a Spanish instructor, and she also remained with the school for many years. William W. Hanaman was named dean of men, and Cornelia Ann Serota was named dean of women. Two coaches were also hired in 1947: Herbert Coman as head football coach and Floyd Woody as head basketball coach and assistant football coach. To add to the changes during the summer of 1947, C. Fred Brown resigned as chairman of the board of trustees and Captain Robert Lee Smith was elected to succeed him.

The search committee completed its work, and the board elected Dr. Glenn L. Bushey as the president of the college. He began his duties on September 1. Bushey, from Pennsylvania, had a doctorate in education from Temple University and was the first chief executive officer in the history of the school who had the formal educational background and teaching experience needed by the president of a small but rapidly growing college.

When the college opened in September 1947, it seemed like an entirely new place. The forty-two-member football team was already holding prac-

tice sessions, and it is almost impossible for one familiar with current costs to understand how this was done on the $1,800 that Coach Coman had to work with. Coman soon had a junior college schedule for the year. Games were played in Memorial Stadium, but the practices were held at W. T. Weaver Park on Merrimon Avenue. It was the student's responsibility to get himself to practice sessions and games, and few knew what an athletic scholarship was.

With enrollment up over 250, the students were now able to form organizations they had been forced to forgo during the lean years. There had been no college newspaper for years, so it took several issues before the students decided to call it the *Campus Crier*. The editor was Herbert Wallace, and the business manager was Richard Wynne. The school annual, the *Summit*, had been abandoned in 1941 and was not reinstated until 1947, when a small edition with a paper cover came out. *Bluets* had continued during the years, largely because of the persistence of Virginia Bryan and Lutrelle Wishart. Charlie "Choo-Choo" Justice, one of the all-time-great football players and one of Chapel Hill's most exciting stars, worked out with the football team during the summer and early fall before heading back to Chapel Hill. A debating society was organized, with John Giezentanner as its first president. Debates against other junior colleges in the area were scheduled, with the first debate being against Mars Hill College.

By the middle of October, the football team was already doing well, having defeated Mars Hill 12–0, Lees-McRae 12–6, Brevard College 12–6, and Gardner-Webb College 13–0. Nicholas Bonarrigo was named editor of *Bluets*, which had a staff of twelve. The veterans formed their own organization, with more than a hundred members. It is interesting to note that at this early date, when the school was just trying to get back on its feet, the veterans established as one of their primary aims the development of a four-year college, even though the junior college was not at the time accredited by the Southern Association of Colleges and Schools.

College assemblies continued, occasionally with some very interesting programs. In November 1947 Artus Moser played and sang folk music. The musician had recorded 350 songs for the Library of Congress, all of them authentic folk songs of southern Appalachia.

Roy A. Taylor was named president of the alumni association that same month, and he spelled out the organization's specific goals for the college. The first was to become accredited as a junior college by the Southern

Association of Colleges and Schools. Next was to become a four-year college. Mary Nesbitt was elected vice-president, Ilene Gambill secretary, and Margaret Hensley treasurer. President Bushey met with the alumni association and enumerated the advantages to Asheville of a four-year college. At that time, little serious discussion could take place because the facilities were barely adequate for the junior college.

The enrollment was close to three hundred, a remarkable increase from the 1943–44 academic year, when the enrollment had dropped to sixty-seven. Approximately half of the students were there on the GI Bill, and they were asking for and receiving new courses. Courses were added in journalism, radio, organic chemistry, advanced biology, and hygiene, which was required of all students. The international relations club was revived. The glee club was reorganized, and dramatic shows were taken on the road. The surplus Quonset hut was filled to capacity.

In the fall of 1947 the American Association of University Women took on the responsibility of obtaining 2,500 books for the library. The college needed at least 2,000 reference books but had only 600, and the AAUW drive was aimed at strengthening the library's reference section. The committee was chaired by Mrs. S. D. Foster, and members told their friends that cash donations would be accepted gladly if they did not have books suitable for a college library. The drive more than doubled the number of usable reference books.

Although the State Department of Public Instruction still required the college to clear only $5,000 above and beyond tuition and fees, it was apparent that that amount was much less than what was needed for a budget that would justify accreditation by the Southern Association of Colleges and Schools. Captain Robert Lee Smith and a committee from the board of trustees approached the city council and asked that the figure be raised to $15,000, They wanted the college to be accredited and needed equipment in many fields, particularly in the sciences. Specifically, they needed a budget of $52,000 to operate the institution. Mayor Clarence Morgan promised a serious look, but the money was neither available nor forthcoming. During the year, some money was raised, and almost $5,000 was spent on repairs and new equipment, but the school still needed furniture, typewriters, chairs, an improved library, and laboratory equipment. The facilities could not accommodate the student population of nearly three hundred during the 1947–48 year. At the same time, the school began to recognize the need to attract the best and brightest stu-

dents of the area. The board adopted a policy to begin in the fall of 1948 that would provide $100 scholarships each to the valedictorian and salutatorian of each high school in the county.

The school's growth emphasized the necessity of having representation on a board beyond that of the city school board representatives. The result was that in the summer of 1948 a new charter was filed with the secretary of state providing for a board of directors. Four members would be named by the county commissioners, four by the city council, and two by the alumni association. The mayor, the chairman of the county commissioners, and the chairmen of the city and the county school boards would be ex officio members. Dr. B. F. Morgan was the chairman of the county board. The requirements for graduation were increased from sixty to sixty-four hours, and the program was expanded during December 1948 to include new courses in general business, premedical technology, and prenursing. The popular radio courses were expanded.

In the fall of 1948 Johnny Tipton was elected president of the Student Government Association, and a band was formed. One of the highlights of the year was the purchase of a fine registered English bulldog named Puck. He made his debut at the homecoming football game, where Asheville-Biltmore defeated Mars Hill College 19–7.

It is interesting to compare the enrollments of other institutions in the fall of 1948. A-B College had a little more than 300 students. The enrollments of other colleges in the state at the time were as follows: Western Carolina Teachers College—550, Pembroke College—116, Mars Hill College—931, Gardner-Webb College—400, Appalachian State Teachers College—964, University of North Carolina—7,603, North Carolina State College—5,227, Wilmington College—500, Charlotte College—666.

Student activities were becoming better organized as adjuncts to the basic curriculum. The international relations club did a radio program each week over WWNC, during which students discussed important current topics. Radio station WWNC gave other students the opportunity to develop their broadcasting skills and also to publicize the activities of the college. The drama club was active, and the newspaper was published on the first and fifteenth day of each month. The *Asheville Citizen* in an editorial on February 1, 1948, proclaimed that Asheville needed a four-year college. President Bushey discussed that topic at meetings of the Optimists Club, the Junior League, the AAUW, and other forums.

The *Campus Crier* was enthusiastic about the new school spirit and complimented the cheerleaders on their bright new sweaters and skirts and the excitement they added to the games. The football team was doing well, winning ten of its twelve games that year. In the 1947–48 season A-B had several athletes on the All-State Junior College Football Team. The basketball team was getting under way, playing the same junior college schedule that the football team played. The debaters went to a tournament in Fredericksburg, Virginia, sponsored by the University of Virginia, where they entered contests of extemporaneous speaking, public address, poetry reading, declamation, dramatic reading, oration, and book reports. Sixty-five colleges participated, and A-B College came home with several top honors.

The weekly assemblies gave students opportunities to hear informative speakers. In October 1948, George Foster of George Washington University spoke on the organizational structure and responsibilities of the United Nations.

Student activities and the expanding enrollment increased the need for significantly more space. The old county home building and the federal surplus building were not adequate to provide for a student population that officials assumed would soon reach four to five hundred. Space was one of the school's most critical problems, and no one could come up with a plausible solution. It would cost a great deal of money to construct a new building, and it was not practical to add on to the cramped facilities at the corner of Merrimon and Gracelyn avenues. The problem continued to plague both the president and the board of directors and was on the minds of the students. Although no one was aware of it yet, help was on the way.

The 1948–49 academic year was a critical year in the history of the institution. After that year, things would never be the same again. The year started with the regular and normal expansion of existing programs.

The football and basketball teams received considerable support from the newspapers and the public. They played at Memorial Stadium, but they continued to hold practices at Weaver Park on Merrimon Avenue. The men would dress out in the old YMCA building, where Clyde Savings and Loan is now located, hurry to Weaver Park, go through their scrimmages, then rush back on their own to the YMCA, shower, change clothes, and get home as best they could. Aware by now that other schools gave athletic scholarships, players began to inquire about them, and the

board promised to consider them if and when they could be financed. The Central Labor Union helped the football team by pledging to sell one thousand tickets at $5 each for A-B football games. Actually, that amounted to a significant contribution, since the price of admission was normally $1.

In the fall of 1948, Rob Thines was elected president of the sophomore class, and Smiley Courtney became president of the freshman class. Samuel McGuire was the new registrar and business manager. A graduate of Bowling Green College, McGuire had previously worked for the American Enka Corporation.

The 1948 season might have turned into one of memorable proportions had A-B College made it to the Little Rose Bowl in Pasadena. The team lost a heartbreaking game 14–7 to the Georgia Military Academy, a school with one of the best junior college teams in the country.

In February 1949 the students had the privilege of having Carl Sandburg as visiting speaker at a weekly assembly. He sang songs, played the guitar, talked about his life, and read some of his poetry.

That winter something happened to solve the school's space problem. Evelyn Seely was the daughter of E. W. Grove, who had built the Grove Park Inn, outlined Grove Park, and built the Grove Arcade in downtown Asheville. Her husband, Fred Seely, had worked with his father-in-law on several ventures. The Seelys had built Overlook Mansion on Town Mountain Road, which was better known as Seely Castle.

After the death of her husband, Evelyn Seely moved into an apartment in the Battery Park Hotel, then operated by her son, Fred Seely, Jr., but she did not want to see the home they had built deteriorate from lack of use. She told the board of directors that she would sell the property to the college for $125,000 and would contribute $50,000 of that amount. The board immediately took that as a challenge. The members calculated that they would need approximately $175,000 to purchase and renovate the property. The board reached out to the community and asked Mayor Clarence Morgan to chair a fund-raising committee. Other members of the committee were John Carroll, Mrs. M. A. James, L. A. Owen, and Dales Y. Foster. In addition to the central committee, there were many other committees that met with all of the organized groups in the community to get pledges. College officials emphasized several points in their drive to acquire the money for Seely Castle. First, the school had been meeting the needs of the area for more than twenty years, struggling to

survive without ever having real public support; nevertheless, A-B had maintained a good faculty and a good program. There were no such colleges in Charlotte or Wilmington during the war years, nor did any other city in North Carolina try to operate a junior college. While the school had relatively few alumni who graduated from four-year institutions, it was making an important contribution to the community because so many of the students would have had a great deal of difficulty going elsewhere. It was at this time that the term "College in the Sky" came into use because Overlook Mansion, or Seely Castle, was a magnificent place with spectacular views of Chunn's Cove and the eastern mountains. There were about twenty-seven acres of property, and the school wanted to purchase additional acreage in the Chunn's Cove area. In the spring of 1949 the board held an open house at Seely Castle for anyone who wanted to come and look. The newspaper estimated that between 2,500 and 3,000 people attended. Some people were interested in the college; others simply wanted to see Seely Castle.

A practical step toward implementing the plan was a decision by the Buncombe County Board of Commissioners to deed to the college the property on Merrimon Avenue that the school had been using since 1942. The reasoning was obvious: if the college owned this valuable property, it could be sold and the profits used to make Seely Castle suitable for the college's use. The deed was transferred in June 1949 to the college, and shortly thereafter the property was sold for $47,000. The money was added to the funds being held for the purchase of the castle. On July 24, 1949, the *Asheville Citizen* published a picture of Captain Robert Lee Smith, chairman of the board of directors, giving the first installment check to Evelyn Seely. The witnesses were M. H. Mullin, a member of the citizens' committee, Fred Seely, Jr., and Dr. Glenn Bushey. The Merrimon Avenue property was sold to the Home Mission Committee of the Asheville Presbytery and eventually became what is now Grace Covenant Presbyterian Church.

The fund-raising drive actually overshot its goal by $2,000. A total of 1,464 people contributed to the fund to buy Seely Castle. Once the money had been raised, it was time once again to move A-B College, but this time it was with a very different attitude. Previous moves had been dictated by circumstances, and the school had moved realizing that the new facilities would soon be inadequate. With student enrollment not yet at five hundred, Seely Castle, with its spectacular location and its magnifi-

cent views, would be an exciting place. The school was truly to become a College in the Sky.

An event of such magnitude could not occur without significant formal recognition. College officials planned a grand dedication for the new property. Three separate events were scheduled, and almost everyone who was associated in any way with the board or with the fund-raising became involved. Seely Hall was formally dedicated by Captain Robert Lee Smith, the chairman of the board of directors of Asheville-Biltmore College, on Sunday afternoon, November 13, 1949. The dedication sermon was delivered by Dean John Keith Benton of the School of Religion at Vanderbilt University. The Monday evening dedication ceremony was more academic, with the address by President Clyde A. Milner of Guilford College. On Tuesday evening, a banquet was held in the Battery Park Hotel for all who had been involved, and Chancellor Walter C. Jackson of the North Carolina College for Women at Greensboro was the principal speaker. Colleges were invited from all over the Southeast to come and share this glorious occasion with Asheville-Biltmore College. It was truly the beginning of a new day.

When Dr. Bushey turned in to the board his report for the year, it was a glowing statement. However, while the report highlighted all that had been done to make the castle available to the college, it also pointed out that the purchase of the Overlook property had solved only a few of the more obvious problems. The school, in order to compete with other institutions in obtaining students, needed dormitories, a gymnasium, an athletic field, a music building, faculty offices and houses, a student union building, real library space, an auditorium, a radio-broadcasting studio, and an amphitheater. Although Seely Castle opened up many new opportunities, the college still had a long way to go to acquire the facilities that would make it a college capable of attracting students from places other than Asheville and Buncombe County.

C H A P T E R 3

On the Mountaintop

During the early fall of 1949, there was a great deal of excitement as people explored the new buildings, found their way around, and discovered what a beautiful place Overlook was. Because of the location, the college had to find new solutions for transportation and parking.

Essentially it was the same college that had existed on Merrimon Avenue. Dr. Glenn Bushey was president, and William W. Hanaman was the academic dean. Cornelia Serota was the dean of women, Samuel McGuire the registrar and business manager, and Elizabeth Wright the librarian. There were few changes in the faculty. Lutrelle Wishart taught English, and Hanaman, in addition to his responsibilities as academic dean, also taught mathematics. Adele Lowrance taught secretarial science and business. Artus Moser and Reeves Wells taught social sciences. Mary Miller taught French and Spanish, Frank Lambert chemistry, and A. L. Worley mathematics and science. The coaches were the same and had the same responsibilities. Herbert Coman taught biology and served as dean of men and head football coach. Floyd Woody was assistant football coach and head basketball coach. In 1952 Joseph Max Parsons replaced Hanaman as academic dean and mathematics instructor.

The move to Seely Castle introduced everyone to a new personality, Doc Howington. He had been the caretaker of Seely Castle when the Seelys lived there, and he continued to live in a little cottage on the property after Mr. Seely died and Mrs. Seely moved away. He literally went with the property. Doc Howington had worked at the place for so

long that he was caretaker, watchman, counselor of students, and chief janitor. The day was over when Doc closed the gates. Anyone returning to the campus after the gates were closed had to ring a bell. In a matter of moments, Doc would appear with his gun and his dog. Unless he was satisfied that people had a legitimate reason to be admitted, they had to go away. There may have been other reasons for Doc's nighttime care of the place. Rumor had it that Doc had built a still at the castle after Evelyn Seely moved out. He saw no reason to close it down just because a college had moved in. Some of the boys found out about the still and struck a deal. They would not divulge Doc's secret; instead, they would supply crucial items from the chemistry lab in return for a share of the moonshine.

The board of directors, which had been expanded significantly the year before, continued with Captain Robert Lee Smith as chairman and Martin Nesbitt as vice-chairman. There were six ex officio members representing the city and county governments and schools, plus sixteen additional leading citizens. Full-time and part-time faculty were divided into eleven standing committees: advisory, curriculum, social activities, library, public relations, student government, audiovisual education, commencement, public relations, athletics, and admissions. This basic organization continued throughout the years on the mountain, although there were some personnel changes from time to time. The board of directors remained essentially the same until 1958, when an entirely new structure brought about change.

The big tasks in the fall of 1949 were adapting what had been a large private home to classrooms and getting used to working in the new setting. Transportation was really not much of a problem because by then the automobile shortage and gas rationing were over. Students hitchhiked up and down the road, and it was common practice to pick them up and take them to the big gate on Town Mountain Road. Although Town Mountain Road was one of the streets that was cleared and sanded sooner than others in Asheville, the steep route was often covered with snow and ice. President Bushey lived above the college, and when it was snowing early in the morning he would drive down to the bottom of the hill and see if he could make it back. If he could, and if it did not look as though conditions would get worse, classes would be held. If he could not make it back up the hill, he would stop somewhere and call the radio stations to

cancel classes. Because of the early clearing of the road, not much time was lost to snow during the years at Seely Castle.

Although there was no endowment to fund scholarships, A-B College gave out as many tuition scholarships as possible in order to attract good students. There were no elaborate regulations governing the distribution of these awards. The school was unable to get many local people and organizations to award scholarships, so most of the scholarship money to students was simply a reduction of income to the institution. In order for the school to be competitive on the playing fields, it had been necessary to add some athletic scholarships, but they paid only tuition for the athletes. Here the college received some financial assistance from the Angels of Biltmore, an organization aimed at supporting athletics, particularly football.

The student organizations continued to expand. *Bluets* changed its board every year, but Lutrelle Wishart continued as faculty adviser. Mary Miller served in the same capacity for the *Summit* and had a staff of about fifteen people. The student council was composed of representatives of the two classes, with Artus Moser as faculty adviser. Ralph Barnshack was president of the organization the first year that the school was on the mountain. There was an honorary mathematics fraternity, Sigma Mu Pi. Other organizations included the Classical Coeds, a debate club, a business club, and a group calling itself the Weepers that was composed of all students interested in journalism and who worked on the *Campus Crier*. There was a music club and a glee club. Radio was a crucial medium at the time, and interested students broadcast regular programs at WWNC. They called themselves the A-B Libbers and used radio extensively to keep the public informed about the college. The drama club continued to write and produce plays and take them to Chapel Hill for state competition. After several years of work led by librarian Elizabeth Wright, the college acquired a chapter of Phi Theta Kappa, the most prestigious academic society among junior colleges.

The football, basketball, and baseball teams were members of the Carolinas Junior College Conference. The football team did very well and was at one time highly ranked in the Southeast by the *Atlanta Constitution*, which classified junior college football teams. In 1949–50, the A-B College basketball team under Floyd Woody won the Western Division Championship. They played other junior colleges of the area such as Charlotte, Brevard, Lees-McRae, Spartanburg, Belmont Abbey, Gardner-

Webb, and Mars Hill. Additionally, both the football and the basketball teams played junior varsity teams from several of the nearby four-year colleges.

By 1950, at A-B College as at other junior colleges across the country, the number of veterans enrolled began to dwindle. This development created some severe problems because the school had anticipated a certain level of enrollment in order to maintain itself in Seely Castle. Fortunately, in 1951 both the city and the county raised their contributions to $10,000 per year. This necessary assistance replaced much of the revenue that the school had been receiving from the veterans.

William S. Jenkins became the business manager in 1951 and remained in that position for seventeen years. He had a difficult job in seeing that the school maintained its financial integrity and was at the same time able to perform its mission. Sometimes he may have gotten a little tightfisted: Karl Wilsman, who taught psychology part-time and who, with his partner, Jackson Owen, did the testing and counseling for the college, tells of going into the business office to get a piece of chalk. Jenkins broke the chalk in half, gave Wilsman one of the halves, and told him to be careful with it.

When it became obvious that the cost of a football program was becoming prohibitive, the program was suspended for a year, then brought back and tried again. Herbert Coman, accurately reading the situation, resigned and went to Asheville High School, as did Floyd Woody. Later, each embarked on other career paths. During 1953–54, members of the Angels of Biltmore became upset because the board of directors could not tell them with certainty if a football program would be possible. Finally, in exasperation, they simply withdrew their support. Leaders of the Angels of Biltmore were John Giezentanner and Claude DeBruhl. It is not difficult to understand their frustration. They wanted the school to continue football, but with falling enrollment and the increasing expenses of upkeep and repair of Seely Castle, the board was not able to identify funds to continue the sport. The board finally announced that there would be no 1954 season, and after that there were no more efforts to provide football at Asheville-Biltmore College.

The school, even with the smaller enrollment, offered most of the outlets that students needed. It was a commuter institution, and the variety of clubs and organizations, all of which were voluntary, were about as much as a student population of 250–300 could handle. It was difficult to

provide a full range of night classes, but there were a few. It is interesting to note that one student, Don Taylor, who later became involved in many Buncombe County activities and was at one time president of the alumni association, completed his course of study for the associate degree in two years and never took a single day course. He was working all of that time. Such accomplishments, however, were rare. Another student during this period was Donald Jones, who later became principal of Lee Edwards High School and superintendent of the Asheville city schools.

After the first year or two on the mountain, the college was experiencing the same basic problems it had faced on Merrimon Avenue. The school was small and had little money. Seely Castle needed constant and expensive repairs. The roof had to be replaced, but money was so limited that the job had to be split into four sections over the years. The boiler was old and unpredictable, and plaster constantly fell from the walls and ceilings. Annually it was necessary for the directors to borrow money from the Bank of Asheville or Wachovia Bank and Trust Company, hoping to repay the loans from the tuition of the following year. All of the decisions concerning school activities were dictated by the size of the budget. It is difficult to look back now and see how the administration was able to maintain a respectable program with the kind of budget that was available in the fifties.

There was one effort made to provide the school with some stable funds to augment the budget. The project lasted for a couple of years but failed to produce any benefits. The plans were somewhat exaggerated but, had they been successful, they could conceivably have made a great contribution to the college and the community.

Hubert Hayes was a local playwright and writer. He had written the script for an outdoor drama based on the life of Daniel Boone. The board was approached and gave its blessing to the idea of working with a separate corporation to turn the script into a play called *Thunderland* and present it to the public as a tourist attraction. The college owned some property in the Chunn's Cove area that it had acquired in 1949 after the purchase of the castle, and the idea was to have the corporation build an impressive amphitheater on the property. Many people in the community believed that such an attraction would benefit the college, so they joined the corporation and bought shares of stock. Names of stars such as Forrest Tucker for the role of Daniel Boone were discussed. Joseph McKinnon, whose long career in carnival and circus work had taught him a great deal

about promotion, had retired in Asheville. He would produce the show. *Thunderland* played on for a couple of years. Unfortunately, the cost was high, the income was less than anticipated, and the episode ended in 1953. Whether or not it would have been possible to make *Thunderland* into a real tourist attraction along the lines of *Unto These Hills* and *Horn in the West* is entirely speculative. The fact remains that it was tried, it failed, and some of the investors lost a considerable amount of money. The school itself never received any money, although members of the board and their friends had invested heavily.

By the mid-fifties, some extremely important developments were occurring in North Carolina. For several years Roy Taylor, who had graduated with the first class in 1929 and was a representative in the North Carolina General Assembly, had tried unsuccessfully to get state funds for Asheville-Biltmore College. It was becoming apparent that a municipality the size of Asheville could not operate a college on its own that would provide students with the variety of programs they needed. Asheville-Biltmore College had been trying to do so since 1927. The junior colleges established in Wilmington and Charlotte in 1947 quickly discovered how difficult it was to provide a full range of college services with tuition and municipal funds alone.

One of the significant changes in the state occurred in 1955 with the creation of the North Carolina Board of Higher Education, representing the state's interests and needs in planning and coordinating education beyond high school. D. Hiden Ramsey of Asheville was the first chairman of the board, and the first executive director was Dr. Harris Purks. It was only after the Board of Higher Education began its studies of North Carolina's needs that the General Assembly began to examine its responsibilities for higher education in the metropolitan areas. There already was a state system of higher education, the Consolidated University of North Carolina, with campuses in Chapel Hill, Raleigh, and Greensboro. There were three original teachers colleges that had greatly expanded their programs. There were five baccalaureate-level institutions that had been established for black students. The head of each institution went directly to Raleigh and appeared before the Appropriations Committee and the Higher Education Committee to plead his case for a sound budget. The availability of funds would then depend on the decisions made by the General Assembly for each college. Everyone recognized that there was no overall plan in the state or any coordination among the institutions, other

than the three that constituted the Consolidated University of North Carolina. The Board of Higher Education, beginning in 1955, took a necessary step toward the development of coherent planning on a statewide basis. An enormous number of the young people who had been born after World War II would, within a few years, be attending college. The questions were whether the colleges would be ready for those students and whether they would be able to provide the kinds of programs that such a large number of students would need. The Board of Higher Education, however, did not have any real authority when it came to its dealings with the various institutions. Its function was planning and coordinating, not decision making. Even so, the studies that were made became important bases for future decisions.

The 1955 General Assembly began making some small grants to the community colleges that were struggling at that time. Asheville, Charlotte, and Wilmington each received $11,656 in state funds. President Bushey expressed his gratitude to the General Assembly for the contribution, but indicated the need for a real program of state aid to those local colleges that were trying to meet the needs of growing metropolitan areas.

The turning point in the history of Asheville-Biltmore College, and for Wilmington and Charlotte colleges as well, was legislation passed by the General Assembly in 1957. The Community College Act established a statewide plan for organizing the noncomprehensive and academically oriented public junior colleges. The legislation should not be confused with the Omnibus Higher Education Act of 1963, which set up the present statewide network of community colleges and technical institutes. At that time Asheville-Biltmore College had been offering a minimum program to the students of the area for thirty years and was almost entirely dependent on tuition and community support. The other institutions, although much younger, faced the same problems. The Community College Act of 1957 would make much greater sums of state money available to the schools.

There were several important provisions of the Community College Act of 1957: (1) the institutions must be under the jurisdiction of the North Carolina Board of Higher Education, (2) each institution must change its board to include twelve members who would have no direct relationship with local school boards. In other words, the close tie between the colleges and city school boards would be broken, and the institutions would become new types of state schools.

These funds would be made available only on a matching basis. That meant that before any state funds could come to Asheville-Biltmore College, it would be necessary to have a public vote of support. This act gave the college's board of directors its first opportunity to go to the public for a bond referendum and present its case in an organized and systematic way, pointing out that the school would be part of the state's new system of community colleges. The chairman of the board since July 1950 had been Robert F. Phillips, better known as Robin. He remained chairman for a total of thirteen years. Phillips, a corporate attorney for the Carolina Power and Light Company, was dedicated to the development of the college. He and other board members immediately contacted city council and county commission members to discuss a bond referendum that would make a powerful difference to A-B College.

The 1957 General Assembly appropriated $1.5 million to be made available to three colleges: $375,000 for Asheville-Biltmore College, $575,000 for Charlotte College, and $550,000 for Wilmington College. The money was contingent upon the passage of local bond issues that would then be added to the state funds. Funds would also be made available for operating expenses on a matching basis and according to a formula that paid approximately $3.50 for each semester hour delivered. Because these too would be provided only on a matching basis, there needed to be a provision for operating expenses as well as a capital bond referendum.

When the Community College Act and the bond referendum were passed, the overall plan was to divide the cost of operating the new community colleges so that one-third would be paid by student tuition and fees, one-third by the community college district, which was the county, and one-third by the state.

Both D. Hiden Ramsey, chairman of the Board of Higher Education, and Dr. Purks felt strongly that the state should not support vocational or occupational training programs that could not be clearly defined as higher education. Therefore, the available funds went only to those courses that were part of what was known as the college-transfer program. Although the title of the measure, the Community College Act of 1957, would indicate otherwise, the fact was that it existed for the purpose of establishing a state system of tax-supported junior colleges.

The local board's original idea was to have a bond referendum for $250,000 and raise $250,000 in private and corporate donations. After

several months of working on this proposal, board members concluded that the private-money goal could not be reached and that the only way to raise the funds needed to expand the college was through a $500,000 bond issue. Community leaders supported the idea of a bond referendum and agreed to put it on the regular ballot for the November 4, 1958, election. The board then immediately began an aggressive campaign to persuade the citizens of Buncombe County to support the bond referendum.

The contemplation of a $500,000 referendum was by far the largest single issue ever to confront the college. For more than thirty years the school had struggled along on a subsistence level. During the earlier fifties, T. C. Roberson had moved through the city begging and borrowing money in order to meet the payroll. It was impossible to amass any contingency money for emergencies. John Reynolds and other directors have vivid memories of the occasion when faulty bookkeeping caused a shortfall approaching $5,000 in the snack shop. The college was almost forced to close, and was saved only by personal donations from the directors and a few interested citizens, and the patience of the banks. Now, because of the state enactment, it would be possible for the college to make a genuine break from its impoverished past and obtain funds for the construction of an adequate campus. It was an opportunity that simply could not be wasted.

Since the Community College Act of 1957 required a substantial change in the governing board, the old board of directors that had been established in 1948 and had been changed from time to time during the following decade, was abandoned. A new board of trustees that did not represent ex officio members from the city and county governments was established. This board drew its authority from the Board of Higher Education rather than from any local political jurisdiction. Members of the new board were J. Alfred Miller, Thomas G. Ford, Gertrude Ramsey, J. W. Byers, Roy A. Taylor, John M. Barnes, Virginia Dameron, John M. Reynolds, Robert F. "Robin" Phillips, Louis Lipinsky, Sr., Lawrence C. Merchant, and Manly E. Wright.

On January 30, 1958, the first meeting of the new board was held, and Robin Phillips was elected temporary chairman. Roy A. Taylor was elected temporary secretary. A nominating committee was appointed to bring to the next meeting recommendations for the board offices. This board would remain fairly constant from 1958 to 1963, when it was reorga-

nized. As anticipated, Phillips was elected chairman and Taylor vice-chairman.

Since the Community College Act had no provisions governing the posts of secretary and treasurer, members decided to recruit individuals from outside the board, thereby increasing the number of people directly involved with board activities. The elected secretary was O. E. Starnes, Jr., and the treasurer was William J. Reece, Jr. This was the board that eventually brought the college into full compliance with the Community College Act and directed two successful bond drives in Buncombe County.

The bond referendum committee was organized, with Louis Lipinsky and John Reynolds serving as cochairmen. They asked a well-known and highly respected person in Asheville, Morris McGough, to be the general campaign manager, and trustee Virginia Dameron consented to coordinate the campaign. They had a small fund of about $4,000, some of it borrowed, to print fliers and brochures. With this ammunition, the committee began its drive to get the $500,000 bond issue on the general election ballot of November 4, 1958. The entire board of trustees constituted a speakers bureau, and many of the students also became involved in addressing local organizations. They sought support from all the groups and organizations they could identify in the area. The newspaper, Western Carolina Industries, the Asheville Area Chamber of Commerce, and all of the groups associated with education, such as the AAUW and the League of Women Voters, were contacted and indicated their support.

Large advertisements were placed in the Asheville paper the week before the election. The college considered the election important enough to cancel classes that day, and students with brochures and handouts were carefully assigned to every polling place in Buncombe County. There was only one incident during the entire day: one of the students distributing literature about the college was wearing a campaign button for one of the candidates, but the problem was easily taken care of as soon as it was reported to campaign headquarters.

When the vote tally was completed, the college had won an overwhelming victory. The vote was more than three to one in favor of the bond referendum. It was one of the happiest days in the history of the college.

During the months preceding the November balloting, there had been talk about moving the school to a more accessible and convenient location. A committee was established to consider several possible sites. Among them were a plot just south of Biltmore School, another in the

vicinity of the municipal golf course in East Asheville, and a site between Merrimon Avenue and Broadway in North Asheville. A suggestion that the college be moved into the Asheville city hall was short-lived because of legal restrictions. It was determined that the Biltmore location was too small to accommodate the needs of the college. The area in the eastern part of the city was in a floodplain. The North Asheville site was dismissed because of the lack of access roads. In order for the bond issue to pass, however, the board of trustees had to establish the location, so members voted to use the money raised and the matching state funds to construct two new buildings and renovate the castle to make it more suitable for college use. This decision was made in April, and the county voted on the $500,000 bond issue for the purpose of enlarging and improving the college at its Seely Castle location.

Although there was a celebration when the bond referendum passed, several of the trustees remained uncomfortable about the college's mountain location. The money available from the county and state would make for a much nicer place, but the location itself was severely limited. The site, including the Chunn's Cove acreage, measured only sixty-eight acres, and much of the land was so steep that building institutional facilities there was impractical. Some board members believed the college would never amount to more than a junior college of six hundred or seven hundred students if the proceeds of the bond referendum and the state's matching funds were spent on the Seely Castle facility.

John Reynolds was one of several board members interested in a much larger college, one that could, in time, achieve four-year status. Although he had not served on the ad hoc committee that reviewed the alternative locations, Reynolds had toured some of the areas himself and believed the North Asheville site was a more practical choice. The lack of access roads on this wooded, abandoned farmland did not seem to him an insurmountable obstacle. Reynolds was a nephew of the college's founder, A. C. Reynolds, and he had a longtime interest in the expansion of educational opportunities in the area. Possibly his family's connection with the college from its beginning made him particularly sensitive to its future. However, several of the ad hoc committee members had not been board members, and the community leaders saw no problem with the Seely Castle site, so the architectural firm of Six Associates started working on preliminary plans for expansion.

During a Sunday afternoon golf game, Reynolds and Alfred Miller,

another board member, began to discuss the long-term future of the college if the money was spent at Seely Castle. Miller said he was concerned about the possibility of growth on land with limited building sites, so Reynolds drove him over to King Street, off Merrimon Avenue, in his Jeep. The two men rode down to the end of the street and across the open terrain of the abandoned farm. Most of the land was owned by Landon Roberts, a civic-minded local attorney. The remainder was owned by heirs of the Kimberly estate. Most of them still lived in Asheville, and Reynolds thought they would not be adverse to the ambitions of the college. Because he knew most of the owners, he also believed the land could be purchased at a reasonable price. Miller agreed that using the funds to begin building a completely new campus made sense, and the two men worked out a plan to persuade other board members to reconsider the location of the college and recognize this site's potential.

The first board members they took to see the prospective site were J. W. Byers, who had been city superintendent of education and was familiar with the needs of academic institutions, and Roy Taylor, vice chairman of the board. As they walked around the site, Byers turned when he reached a certain spot and said to Reynolds, "We'll put the administration building right here." Taylor agreed that the location was more practical than the acreage surrounding Seely Castle. Over a period of several weeks, Reynolds transported enough board members over the site in his Jeep to convince the majority that a move would benefit the college. One member who did not need a personal tour was Virginia Dameron, who had to park far down the mountain and walk up for a board meeting. Breathless, she fell into a chair beside Reynolds and told him she didn't need to see the land; the climb had convinced her that a mountainside was no place for a college. Nevertheless, she went along when Reynolds took Gertrude Ramsey to see the property, and both women agreed the move would be advantageous. Finally, Chairman Robin Phillips, who had been committed to having the college remain on Sunset Mountain, asked for a tour of the proposed site. He and Dr. Bushey were the last two persons to tour the property. Well over a majority had come to believe it would be a desirable location for Asheville-Biltmore College.

A special meeting of the board of trustees was called for December 5, 1958, in the directors' room of the First Union National Bank and Trust Company. Every member of the board was present, along with President Bushey, Bill Jenkins, the business manager, and O. E. Starnes, the board

secretary. The members who still believed the college should remain at the Seely Castle location pointed out that Six Associates was already designing the new buildings, and they argued that the community had voted for the bond issue with the understanding that the college would remain where it was. The majority, however, enumerated the advantages of relocating and expressed certainty that the voters were more interested in building a college than they were in where it was situated. J. W. Byers then moved to thank the people who had been working toward a more desirable location and asked that the board be authorized to enter into negotiations with the owners of the property. The motion was carried unanimously.

Manly Wright was authorized to begin negotiations with Landon Roberts, who owned 91.9 acres of the land. Part of the property owned by the heirs of the Kimberly estate was under option to W. W. Richards of Raleigh, who planned to develop a housing subdivision called Spray Mills on a 49.9 acre tract. Board member J. Gerald Cowan, the regional vice president of Wachovia Bank and Trust Company, used his professional connections to contact Richards. He explained how much the community needed the site for a new college campus, and Richards agreed to give up his option and his plans for future development.

It should be noted that during 1959 the landowners, who could have taken a different attitude, sold their property to the college at rock-bottom prices. Landon Roberts probably lost money on the transaction, but he was delighted to have the land become the new home for the college. The Kimberly heirs were also cooperative. Two small amounts of acreage to assure access to the property were purchased from Mrs. Cora Parker and Eugene V. Kaplan. The accumulated parcels amounted to 161.9 acres, and the college paid an average of almost $1,000 per acre, for a total of $161,300.

The board then asked Six Associates, the firm that had been so helpful during the bond campaign by illustrating, free of charge, what could be done to improve Seely Castle, to begin working on plans for the new campus instead.

One of the objections initially raised about the North Asheville property was that there were no access routes into the area. An extension of Edgewood Road was necessary, as well as an extension beyond King Street. One large street also needed to be built as soon as possible to connect Broadway with Merrimon Avenue. Land for the right-of-way for

a four-lane street to be called W. T. Weaver Boulevard was given by the Verne Rhoades family. This street, named in memory of Mrs. Rhoades's father, was completed after the other access routes had been built. All of this was part of the work Six Associates had to do in planning the new campus.

The plans were approved by the board of trustees. The funds remaining after the purchase of the land, approximately $700,000, would cover the construction of two buildings. When Six Associates had the plans at a satisfactory point, the board of trustees held a formal ground breaking, on January 16, 1960, attended by representatives of the Board of Higher Education, local officials, civic leaders, and many other friends of the college.

The board of trustees was aware that further growth would have to await additional financing, and so it decided to mount a second bond campaign. This was a bold alternative for people to consider on the heels of a recent successful bond vote. Several board members—Chairman Robin Phillips, John Reynolds, Louis Lipinsky, and Manly Wright—held a meeting in the office of City Manager Weldon Weir. Among the influential community leaders present were Fleming Talman and Coke Candler. It became clear that many had reservations about asking the public to vote on a second bond issue so soon. As he listened, Louis Lipinsky became disgusted with their negativism. The normally reserved and soft-spoken community leader rose and told the group that if all they were going to do was find reasons to prevent the growth of Asheville-Biltmore College, he would leave the meeting. He asked Reynolds to leave with him. Taken aback, the group pressured Lipinsky to return to his seat and promised to hold a public hearing on the matter.

The hearing was held in the city hall shortly thereafter. Reynolds made an impassioned speech urging acceptance of a $750,000 bond issue, plus a 4-cents-per-$100 evaluation for the operating funds that would be matched by the state. Lipinsky followed with a quieter but no less persuasive speech, and several other board members and interested community members also spoke. Surprisingly, there were few objections to the proposal. The major question on the minds of the large audience was how soon Asheville-Biltmore College could become a four-year institution.

The experience of the 1958 campaign was so fresh that the same organization was used, and a special referendum was called for February 14, 1961. The results of the second referendum were approximately the same;

almost a three-to-one majority voted in favor of the bond, as well as the four-cent tax. The people were informed that this money would mean an additional $1.5 million for capital construction and would allow the college to build facilities that would make it a much more attractive and functional campus.

In the months preceding the November 1958 vote on the first bond referendum, the board had briefly considered establishing a separate junior college for black students as part of Asheville-Biltmore College. All of the black organizations in the city and county immediately opposed the idea and threatened legal action if the plan was pursued. The principal spokesman for the various organizations was a prominent and respected attorney, Ruben J. Dailey. He reminded the board that the three campuses of the University of North Carolina were already accepting black students and that the creation of a separate section of the college based on race would be in violation of the Fourteenth Amendment and the 1954 Supreme Court decision, *Brown* v. *Board of Education of Topeka*, which ruled that de jure segregation of public schools must be ended with all deliberate speed. Once the attitude of the black organizations was known, nothing further was said about any kind of racially separated institution.

In February 1961 the *Campus Crier* showed its support of the bond referendum by listing a number of A-B College alumni who had gone on to important positions. Among them were William Reeves, principal of North Buncombe High School; Charles Lloyd, the son of Professor Charles A. Lloyd and a professor at Davidson College; James Fish, a professor at Mars Hill; Donald Jones, principal at Lee H. Edwards High School; James Owen, principal of Black Mountain Elementary School; Martin Nesbitt, principal of Oakley Elementary School; John Easley, professor at Chapel Hill; Richard Wynne of the *Asheville Citizen*; Wilma Dykeman, a noted writer; Major General Albert Boyd; Henry Baker of Prudential Insurance; Gordon Greenwood, Roy Taylor, and John Shuford, all of whom had served in the General Assembly, and Taylor was congressman for the Eleventh District. Also included were Morris Lipinsky, manager of Bon Marche, and John Bridges of the Pack Memorial Library.

The actual vote on February 14, 1961, was 7,200 for and 2,713 against the referendum, with 6,345 people supporting the four-cent tax and 2,820 voting against it. Shortly after the bond referendum was passed, the board of trustees authorized Six Associates to go ahead with further plans for the development of the campus and indicated the sequence in which

the gymnasium, the maintenance building, and the student center should be constructed. About the same time, City Manager Weldon Weir promised to expedite work on W. T. Weaver Boulevard, the new street that would cut through the college property and connect Broadway with Merrimon Avenue.

Shortly after the ground breaking, work began on access roads, utilities, and the construction of the two original buildings. The science building was constructed at an overall cost of about $8 per square foot. Since working scientists had no part in the planning, the laboratories were only marginally more sophisticated than those in recently built high schools. Even so, the facility's chemistry, biology, and physics laboratories were a great improvement over those at Seely Castle. There was a large recreation area and snack shop in the basement where students could meet. There were three stories in all, counting the basement, with classrooms and laboratories on each. Champion Paper and Fibre Company pledged a gift of $10,000 for much-needed equipment for the chemistry laboratories.

The second building that was constructed faced south and was separated into two wings. The east wing held the offices of the president, business manager, registrar, and dean of the college. The upper floor of the east wing included a conference room and space that could be used as double or triple offices until more room was ready. The upper story of the west wing was to be the library; the lower floor contained classrooms and a few small offices.

The R. L. Coleman Company submitted the low bid for the construction of both buildings, and work began shortly after the ground breaking. Throughout 1960 and the first half of 1961, students, faculty, and board members waited eagerly for the completion of the access roads, the utilities, and the first two buildings. Many people came often to watch the construction and to dream of the institution that would eventually exist at this new location. By the summer of 1961 the buildings were inhabitable. This was the fifth move the college had made and the only one for which there was adequate time for preparation. Even so, there was a great deal of happy confusion as the school's property was moved down from the mountain. Packing and transporting the library's holdings presented the major problem. It was hard work for everyone, but an exhilarating experience for the students, faculty, and board members alike.

The college opened its new doors for registration in September 1961. The carefully planned dedication was held on Sunday afternoon, October

8, 1961. The Board of Higher Education, the board of trustees, and Governor Terry Sanford took part in the ceremony. The principal speakers were Governor Sanford, L. P. McClendon, chairman of the Board of Higher Education, and Dr. John T. Caldwell, the new chancellor of North Carolina State College. It was an impressive occasion. People saw what their votes had generated and realized it would be possible to build a college that would be a worthy addition to higher education in North Carolina.

C H A P T E R 4

A New Campus – A New Beginning

The fall of 1961 resembled that of 1949. While there was a new campus, the college was offering basically the same courses, Dr. Bushey was still president, and Lutrelle Wishart, Mary Miller, Dean Joseph Parsons, and Cornelia Serota were still full-time members of the faculty. The whole roster of part-time professors made the move from Seely Castle. Significant differences did, however, exist.

From 1957 to 1958, A-B College experienced an enrollment increase of only 4 percent. Enrollment rose 22 percent from 1958 to 1959, and from 1959 to 1960 there was an increase of 30 percent. The first enrollment on the new campus numbered 484 students. This increase emphasized the point that the people who carried the bond referenda had made: they wanted a quality college in Asheville.

There was also a significant difference in the budget levels compared with the struggling days of the mid-fifties, before the infusion of state money. The operational budget from 1961 to 1962 was $238,600. That figure did not include any of the funds that went into the construction of new buildings. Of that budget, $63,000 came from the state, and $63,000 came from the city and county, thanks to the four-cent tax. Student tuition and fees amounted to a little more than $111,000. It was not a great budget for a large and flourishing institution, but it was certainly a far cry from the meager budgets with which the institution had been struggling. It demonstrated the great increase in county and state funds and illustrated just how important state participation was in the continued

development of the community college. There were only two buildings on the campus when the students and faculty started classes in September 1961, but everyone knew that others were on the way. The 1961 bond referendum for $750,000 and matching funds from the state would make additional facilities possible, and those who were there could look forward to the rapid emergence of something resembling a real campus. The gymnasium and the maintenance building were soon contracted, and construction began on both in the early summer of 1962.

During the first year, just as in 1949, people quickly adjusted to the new facilities and the transportation patterns, which were quite different from those needed to get to Seely Castle. A great deal of hope was expressed during the 1961 bond referendum that, although there was no provision for it in the current vote, Asheville-Biltmore College could soon become a four-year institution authorized to give the baccalaureate degree. The same reasoning was going on in other areas of North Carolina as people observed the growing number of high school graduates.

An unexpected event occurred during the 1961–62 academic year. Dr. Glenn L. Bushey, who had been president of the college since September 1, 1947, resigned in April 1962 to accept a deanship at Chattanooga College. As president of A-B College, Dr. Bushey had witnessed and initiated some very important changes. He was a thoughtful, gentle, and patient man. At the same time, he had a vision of what the institution could become, and he understood how much Asheville, as the urban center of western North Carolina, needed a college far beyond the limited junior college of two hundred or three hundred students over which he had presided for so many years. He was a person who had been faithful to his charge, and he left behind many good friends who admired all he had done. The time had come for officials to begin thinking about converting the college to a four-year, baccalaureate institution.

Not long after the announcement of Dr. Bushey's resignation, at an academic meeting, I saw an old friend and former fellow graduate student, Dr. Otis A. Singletary. At that time, he was chancellor of the North Carolina College for Women. He reviewed some of the things that were happening in higher education in the state and told me he had submitted my name to the board of trustees of A-B College for consideration. About a month later, John Reynolds, chairman of the search committee, called. I was then serving as dean of the faculty at Jacksonville University in Florida. Coincidentally—and I assume this is why Dr. Singletary offered my name—Jacksonville University had just gone through a conversion

from a junior college to a four-year program. As chief academic officer, I was quite familiar with the process. I accepted Reynolds's invitation, flew to Asheville, looked at the two buildings already constructed and the blueprints for the others, and talked at length with the members of the board of trustees. It was apparent that there was an opportunity in Asheville, to work as part of the state system, to build an institution of high quality. There was also a need, as expressed by the vote of the people, for such an institution. On June 20, 1962, the board of trustees elected me president of Asheville-Biltmore College. I accepted the post because it seemed to be a great opportunity to be involved in building something genuinely worthwhile. That expectation, I believe, has been fulfilled.

The idea of expanding A-B College to a four-year institution had been discussed off and on for years. When the veterans first returned from World War II, the need was obvious. However, there was no realistic way to think in terms of a four-year college when it was difficult enough to maintain a budget for fewer than three hundred students. It is necessary to review some of the important statewide developments of 1961 and 1962, since they are central to understanding the process by which Asheville-Biltmore College became a four-year state institution. This is not the time to go into a full-scale study of the famous Carlyle Commission, but those parts that had immediate or ultimate impact on A-B College must be reviewed.

Governor Terry Sanford appointed a commission to analyze comprehensively the need for education beyond the high school level in the state of North Carolina. He did not want the study conducted by people who would then be responsible for administrating their own recommendations, since too many opportunities for self-service existed in such a situation. At the same time, a good planning committee required people who were professionally involved in higher education. The panel was called the Governor's Commission on Education beyond the High School. The chairman was Irving E. Carlyle, a distinguished citizen from Winston-Salem. Other well-known people who served on the Carlyle Commission and who would continue to make important contributions to higher education were President William C. Friday of the Consolidated University; President Leo Jenkins of East Carolina College; President Bonnie Cone of Charlotte College; Dr. William Archie, executive director of the Board of Higher Education; and L. P. McClendon of Greensboro, chairman of the Board of Higher Education.

There were many other respected and able citizens capable of examining

the state's future needs. Both President Bushey and Manly Wright, vice-chairman of the board of trustees, appeared before the Carlyle Commission and talked about Asheville and its environs, what Asheville-Biltmore College had done since 1958, the type of future it could have as a four-year institution, and how badly one was needed. They pointed out that, for the foreseeable future, the high schools within twenty-five to thirty miles of Asheville would be graduating more than four thousand students per year. At the time, graduates had to leave the area if they wanted to go beyond the first two years of college, and not many of those students had been coming to A-B College because of the severely limited program. But as a state four-year institution with the new buildings that would soon be completed, the college could expect an entirely different picture. For reasons still unknown, the Carlyle Commission got the impression that although there was a good deal of interest in having A-B College become a four-year school, there was no particular hurry. Commission members were also concerned because enrollment was considerably lower at A-B College than at the other two community colleges that were being considered—Wilmington College and Charlotte College. When the Carlyle Commission finally completed its report and presented it to Governor Sanford in August 1962, it contained enormously important recommendations regarding the future of higher education in the state.

First, the report recommended that the Consolidated University, which at that time consisted of the University of North Carolina at Chapel Hill, North Carolina State College of Agriculture and Engineering in Raleigh, and North Carolina College for Women in Greensboro, should be the capstone of higher education in the state and the only institutions authorized to offer the doctoral degree. The commission further recommended that new campuses be added to the Consolidated University when there was justification for such change and when such additions were approved by the Board of Higher Education. There was no limit placed upon the number of campuses making up the Consolidated University. The commission also recommended that North Carolina College for Women in Greensboro be made coeducational and that the name be changed to the University of North Carolina at Greensboro. In the interest of consistency, it also recommended that North Carolina State change its name to the University of North Carolina at Raleigh.

Another recommendation was that a community college system be started with fourteen nonresidential two-year programs to be scattered

throughout the state. The community colleges would offer college-transfer programs equivalent to the first two years of most four-year institutions and terminal programs oriented to specific vocations and crafts. The commission also recommended that Wilmington College and Charlotte College be made state four-year institutions beginning July 1, 1963. Asheville-Biltmore College would also become a four-year state institution when it had an enrollment of seven hundred full-time equivalent students.

At this time, it would be wise to note that "full-time equivalent" is a term that is central to the operations of all higher education institutions. It starts with the assumption that a person who is, on the last day of registration and at the end of the drop/add period, enrolled for as many as twelve semester hours will be counted as one full-time student. But there are hundreds of students in all the institutions who do not take the full twelve-semester-hour load or more, so partial units are measured. A person who takes twelve semester hours is counted as a full-time student. A person who enrolls for nine, ten or eleven semester hours of credit per semester is considered three-quarters of a student. A student who takes six, seven, or eight semester hours is counted as one-half of a student. Those enrolled for fewer than six hours are counted as one-quarter of a student. The number of full-time students plus the sum of all the part-time students equals the full-time equivalent enrollment, or FTE. As a result, it would be necessary for Asheville-Biltmore College to have considerably more than seven hundred students enrolled in order to have an FTE of seven hundred.

When the Carlyle Commission's report was received on the A-B College campus, it was studied with great care. The institution's financial structure simply would not support expansion to that degree. Even though it was not the intent of the Carlyle Commission members, their report was, in effect, saying that A-B College could not become a four-year school. Funding came from tuition and the county tax that had been limited by the 1961 bond referendum. The law as of 1957 specified that the state could match what an institution received from its local and regional constituency, but it could not exceed that amount. The money generated by student tuition and produced by the four-cent tax, even when matched by state and county funds, was simply not enough to permit much growth on the part of the college if it was to maintain a solid program. Another weakness in establishing an arbitrary figure of seven

hundred before conversion to four-year status could be made was the danger that it might lead to relaxed admission and retention standards. If enrollment was all-important, it could overpower the need to maintain standards that had real collegiate value.

When the Carlyle Commission's report was received in Asheville, the chairman of the board of trustees, Robin Phillips, was in the hospital. I contacted the vice-chairman of the board, Manly Wright, and told him we needed to have a few trustees meet soon to discuss the document, given its potentially profound impact on the college. Wright immediately asked John Reynolds, Gerald Cowan, and Louis Lipinsky to join us in the grill room of the Country Club of Asheville the next afternoon. I took the report, read those recommendations, and pointed out how extraordinarily difficult it would be for the school to achieve an FTE of seven hundred and how problematic that recommendation would prove if it became fixed in law. Everyone immediately recognized that something had to be done promptly. Wright contacted Robin Phillips and called a special meeting of the board of trustees. The result was a formal letter to Governor Sanford signed by Chairman Phillips, Vice-Chairman Wright, and myself. Wright then contacted the governor's office and made an appointment for us to see Governor Sanford.

Very early one morning, Reynolds, Wright, and I drove to Raleigh to meet with the governor. He listened carefully to our statements and read the formal letter from the Asheville-Biltmore board. He grasped the problem immediately and turned to Wright and said, "I see exactly what you're talking about. Now don't worry about it, Manly. You're going to get your four-year college." It was with a sense of elation that we drove back to Asheville. At the same time, we realized we still needed the approval of the Board of Higher Education and the General Assembly of North Carolina.

A few weeks later, Governor Sanford reviewed the Carlyle Commission's report at a homecoming at Methodist College and outlined the legislative proposals he planned to present to the General Assembly. To begin with, he would recommend that Wilmington College, Charlotte College, and Asheville-Biltmore College be converted immediately to four-year state institutions. He dropped the FTE restriction set by the Carlyle Commission and put the three institutions on the same footing. These recommendations were drafted in the form of a bill called the Omnibus Higher Education Act of 1963. In addition to the changes in the university and the new campuses, the bill also provided for the fourteen

new community colleges that would be scattered throughout the state in strategic locations. This system of community colleges, including technical and terminal programs, as well as college-transfer programs, has grown to the point that there are now fifty-eight institutions statewide.

Another important fact in this story was that one of A-B College's best-known alumni, Gordon Greenwood, was a member of the General Assembly. The 1930 graduate had gone on to the University of Illinois to complete his degree in journalism and then had worked for several newspapers. When the war was over, he returned to Buncombe County and purchased the *Black Mountain News*, a weekly newspaper. He successfully ran for the North Carolina House of Representatives in 1958 and was subsequently reelected in 1960 and 1962.

The Speaker of the House of Representatives for the 1963 General Assembly was the Honorable Clifton Blue. The legislator recognized the importance and the pitfalls of the Carlyle Commission's report and the governor's proposals, and he asked Gordon Greenwood to serve as chairman of the House Committee on Higher Education. When the Omnibus Higher Education Act of 1963 got to the committee, there was little disagreement about most of the recommendations. Greenwood knew he had the support of Governor Sanford when it came to including A-B College as one of the three institutions to be converted to four-year status.

However, another aspect of the legislation was causing great anguish throughout the state. This was the recommendation that all units of the Consolidated University be referred to as the University of North Carolina, followed by the name of the individual campus location. The faculty, students, and alumni of North Carolina State College reacted violently to this proposal. Looking at it from the vantage point of almost a quarter of a century later, one can understand their desire for their own identification. At the same time, that recommendation was part of the law Governor Sanford was proposing because it came from the Carlyle Commission. Since Gordon Greenwood was not receiving much support for A-B College from Wilmington and Charlotte, he felt that he alone was fighting to see that the college was not cut out. That meant he had to remain close to Governor Sanford throughout the controversy, and Governor Sanford remained steadfast in his support for the renaming of North Carolina State. By taking the position that he did, Greenwood sacrificed the almost certain opportunity to become the next Speaker of the House.

It is difficult to exaggerate how emotional that issue became in the early

spring of 1963. When the proposed legislation came before the House Committee on Higher Education and, later, in the conference committee between the House and the Senate, there was a distinct possibility that the bill would fail because of the emotionalism aroused by the suggested name change. The legislators finally compromised and called it North Carolina State, the University of North Carolina at Raleigh. With that compromise, which no one really liked, the bill was accepted, and on May 10 the Omnibus Higher Education Act of 1963 was enacted into law. In 1965 the General Assembly quietly changed the name to North Carolina State University at Raleigh, and that is what the institution has been called since then. There was no difficulty at all in 1965, but in 1963 the issue almost wrecked the entire enterprise.

The news that the Omnibus Higher Education Act had passed and that, within a few months, A-B College would be a fully state-supported, four-year baccalaureate-degree institution was truly exciting for everyone connected with the college. It underscored the importance of the 1958 bond referendum that paved the way for the 1961 referendum and made the development of a respectable campus possible. It ensured that the institution, as part of the state system, would have opportunities to grow and be of service that would have never been possible under the Community College Act of 1957 or during the years of struggle that preceded it. The news led to widespread rejoicing when the community learned what the General Assembly's enactment meant for the future of the college.

One of the great ironies of the early sixties was that the same General Assembly of 1963 that passed the Omnibus Higher Education Act—one of the most important single pieces of legislation ever passed in the field of higher education in the history of the state—also passed another bill that was uniformly opposed by all of the state-supported institutions of North Carolina and was later found to be unconstitutional. In the closing hours of the 1963 General Assembly, a bill to regulate speakers on college campuses passed within a few minutes, by virtue of the suspension of rules in both the House and the Senate. The popular term for the bill was the "Speaker Ban Law." The provisions of the law were that a person who was a member of the Communist party, a person who had advocated overthrowing the government by force or violence, or a person who had taken the Fifth Amendment in cases concerning national security would not be allowed to speak on any college campus owned and operated by the state. Those who fell into these general categories could not speak on campuses on any subject, regardless of what had happened subsequently in their

lives or who had invited them to speak. Officials at the Consolidated University and the other campuses immediately protested this gross invasion of their rights to manage their own institutions. Moreover, the law constituted prior restraint and was a violation of freedom of speech and academic freedom.

It was not until 1965 that this bill was modified, and then only under great pressure from the Southern Association of Colleges and Schools, the accrediting agency for the southeastern United States. That summer, a special commission was named to hold hearings. Gordon Sweet, the director of the association, and Dr. Emmett Fields of Vanderbilt University, who was chairman of the Commission of Colleges, simply told the commission members that unless the law was modified in a significant way, all the state institutions affected would lose their accreditation. In spite of a great deal of controversy, the Southern Association of Colleges and Schools held firm. It had done that once before, in Georgia in the thirties, when Governor Eugene Talmadge had inappropriately interfered with the management of the state's colleges, including the University of Georgia. Governor Talmadge was forced to back down, and the North Carolina General Assembly recognized the damage that would be done to the state's institutions if they lost their accreditation. A federal district court later declared the law to be unconstitutional on the grounds that it violated the First Amendment.

Needless to say, this legislation caused a great deal of concern at Asheville-Biltmore College. Here we were, a junior college that was preparing to become a senior institution, fully aware that the school's reputation depended on obtaining accreditation as a four-year institution as soon as possible. It was frustrating to think that we would be ineligible for accreditation because of the General Assembly's enactment of the Speaker Ban Law. We were all greatly relieved when the law was modified and later declared to be unconstitutional.

After the elation of achieving four-year status had passed, it was apparent that an enormous amount of work had to be done in order to shape A-B into a legitimate state senior college. The institution had been accredited as a junior college by the Southern Association of Colleges and Schools only five years earlier, and the requirements for accreditation as a senior college were far greater. To begin with, the faculty simply was not a senior-college faculty. While there were several instructors who held doctorates in their fields, there was no one who had any experience in organizing and developing a four-year collegiate program. A new faculty

would also be necessary because of the requirement for experienced people with doctoral degrees teaching in the fields in which they held the doctorate. An academic dean with the proper credentials and experience was needed as well. Joseph Parsons had been with the institution since 1952, teaching mathematics and serving as academic dean, but he had neither a doctorate nor any experience in developing a four-year curriculum. Fortunately, North Carolina had an excellent reputation in the field of higher education, and we believed that that reputation would ensure that the new colleges would be brought up to appropriate standards as quickly as possible. In fact, the 1963 General Assembly had appropriated some conversion money for the three new senior colleges, and A-B received $1.4 million for capital construction. That money would go toward construction of the library and the humanities building.

One of the first decisions we made, in conjunction with the board of trustees, was that we would not admit a junior class in 1963 because we simply did not have the resources or the program. We decided instead to spend the 1963–64 academic year planning the type of program we wanted and recruiting faculty.

On July 1, 1963, the beginning of the state's fiscal year, certain basic changes came about. One of the first was that the board of trustees, which technically was dissolved as of June 30, 1963, had to transfer the appropriate legal documents for all school property, including title to the land and buildings, accounts in the state treasury, and all endowment money to the State of North Carolina.

The former board of trustees had been appointed in accordance with the Community College Act of 1957. Governor Sanford appointed a new board to serve the four-year institution on July 1, 1963. The members included Chairman Manly E. Wright from Asheville; Vice-Chairman J. Aaron Prevost from Waynesville; Edwin C. Duncan, Jr., from North Wilkesboro; Dula Hawkins from Marion; Solon D. Smart of Cliffside; Louis Lipinsky, Sr., J. Gerald Cowan, William M. Lehmkuhl, Claude Ramsey, Jr., Bruce A. Elmore, Virginia Dameron, and John M. Reynolds from Asheville. The responsibility of the new board of trustees was to give guidance to the institution and assume all the legal responsibility that such a board carries in the name of the public. The members had to understand that the institution could do only what the Board of Higher Education authorized it to do and could spend money only as appropriated by the General Assembly. That was standard practice for all state agencies.

In the summer of 1963, there were many discussions among the new faculty and members of the new board of trustees. As a result of those conversations, we believed the time was right for Asheville to begin planning for an institution that would be in many ways different from the standard state-supported senior college. Many of those institutions had their origins in teachers colleges and were oriented toward higher education as a place to receive training for a specific job. We wanted to go in another direction, one we felt was more consistent with the needs of the time and the strengths of the institution. The consensus was that we should become a liberal arts college, a uniquely American institution. A monograph titled *The Nature and Function of a Liberal Arts College* featured prominently in our planning discussions. One paragraph in particular seemed to capture the essence of what we were seeking in a liberal arts program:

> Understanding of the structure, motivations and ideas of society as one of its chief goals, orientation to one's environment, the physical, social and spiritual, is a basic function of that institution which undertakes to build a foundation for the leadership of the future through language and literature, science and mathematics, history and philosophy. Youth becomes acquainted with the background of our heritage, the workings of our society, and the role of the sciences and scientific method in modern life. From this experience he should emerge with an understanding of his world and a firm philosophy of life without which he would be like a rudderless ship on a stormy sea.

We wanted to do more than become just another undergraduate liberal arts college. One should remember the environment of the early sixties, when higher education was on the verge of enormous changes. No one anticipated the type of dissidence or violence that would erupt on college campuses during the Vietnam War. At that time, serious consideration was being given to experimental colleges and programs all over the country. We discussed this at considerable length with the executive director, William Archie, and the staff of the Board of Higher Education.

Another person of great eminence in higher education, Dr. Oliver Cromwell Carmichael, who would later become chairman of the Board of Higher Education, lived in Asheville. He was one of the perhaps half dozen most distinguished educators in the land, having been president of the University of Alabama, chancellor of Vanderbilt University, and presi-

dent of the Board of Regents of the State of New York. His advice and wisdom proved invaluable when we were considering the type of program we wanted to develop at A-B College now that it was to become a four-year institution.

It was imperative to secure the services of experienced faculty whose orientation dovetailed with our mission. In the first few years we added considerably to our faculty. Some lasted a year or two, others a few years, and there were those who stayed and continued to make permanent contributions to the development of the institution. By the time the faculty first met in the fall of 1963, its ranks included many who helped us plan the program we wanted, organize the curriculum, and present it to the students. Dr. W. W. Kaempfer from the University of Alabama was the new dean of the faculty. Others who would play a prominent role were Dr. John J. McCoy in biology, Dr. Ivan Parkins in political science, Dr. Philip Walker in history, and Dr. Roy A. Riggs and Dr. Ellis Shorb in literature. Each one had experience at other institutions that proved valuable to A-B College.

The new approach began with the faculty meeting on September 3, 1963. We invited Dr. William Archie from the Board of Higher Education to attend. Being sympathetic to our ideas, he wanted to bring greetings to the new institution from the Board of Higher Education and lend his support. He knew that all our plans would have to be approved by the Board of Higher Education before they could be implemented. After hearing Dr. Archie, we spent the first morning of the faculty meeting going over procedures about the state retirement system, the insurance program, the system of requisitioning supplies, and all of the nuts and bolts needed to make any state organization work. The afternoon session was devoted to my talk concerning the consensus of proposals for Asheville-Biltmore College. In my summary of where we should go, I emphasized the long tradition of liberal arts colleges, the reasons we wanted to become a liberal arts college, and the permanent value such an education would have for our students. I stressed also that we had a magnificent opportunity to do some serious thinking about innovation and experimentation. I spoke of the need for us to develop the type of faculty-student relationship that was simply not possible at the large institutions with which most of us were familiar. We wanted a basic core program, required of all students, that would stress fundamental courses in the broad areas of the humanities, social sciences, mathematics, and natural

sciences. We wanted to experiment and see how we could encourage our students to be more independent, from the standpoint of outlining their own questions and seeking out the answers rather than depending entirely on the lockstep lecture-examination program that was standard at so many institutions.

Probably the most radical suggestion I made was that the institution, while maintaining its emphasis on quality, innovation, and independence, should develop a calendar that would enable students to complete all of their undergraduate degree requirements within three years. This meant a longer academic year. I suggested at the time that we adopt a trimester program similar to one that had been developed only recently at the University of Pittsburgh and was receiving a great deal of national publicity. The idea was that, through a carefully structured course schedule, a trimester system that would start in late August would take two semesters through mid-April. An eight-week term from mid-April to mid-June would be followed by another eight-week term from mid-June to mid-August, at which point the next academic year would start. That meant students would have four possible times to begin their studies, which provided them with an opportunity to speed up their work. I based my recommendation on the assumption that many of our students would want to go on to graduate or professional schools. Preparing them to do so was one of the functions of a liberal arts college. The faculty then elected a curriculum committee to put those general ideas into a coherent program of courses and credits.

The dean of the faculty chaired the curriculum committee that developed the new senior institution's program. Other members of the committee were Joseph Parsons in mathematics, Dr. Peggy Alley from chemistry, Dr. Ellis Shorb in literature, Dr. Ivan Parkins in political science, Dr. Norman Jarrard in literature, Dr. John J. McCoy from biology, Dr. Philip Walker from history, and Daniel J. Gore, the associate librarian. The committee started work before the end of September and met weekly for several months. The discussions were intense, and on occasion there were serious disagreements about programs and procedures. However, these professionals from different academic backgrounds recognized that their first responsibility was to develop a basic core curriculum, a list of courses constituting the general education requirements of the institution. They believed a liberal arts institution should expose students to fundamental courses in many different areas. The key decision they made was in refer-

ence to the humanities. The committee members wanted to make a genuine break with some of the traditional methods that had divided the humanities into more specific academic disciplines, such as history, literature, philosophy, religion, art, music, history of architecture, and so on. They wanted the institution to have a strong, humanistically oriented base that would tie together many of the ideas within the broad area of humanities and show how they were fundamentally related. The result was that the largest block of work in the general education curriculum required of all students would be six four-hour courses called the humanities. That constituted an institutional investment for each student of twenty-four semester hours. The humanities program would, in turn, provide students with an introduction to what might become their majors in those areas of study that constitute the humanities. This comprehensive undertaking was chief among the pivotal decisions made by the curriculum committee.

Another course in the general education curriculum was a one-semester-hour course in bibliography designed to teach students how to use the library independently. There was also a comprehensive reading course, developed by the department of literature and language, to improve reading and writing skills. A three-semester-hour introductory course to the English language, six semester hours of mathematics, and six semester hours of foreign language or linguistics were also added. The physical education requirement of four semester hours was rather standard. The social sciences requirement included twelve semester hours, with one course each in sociology, psychology, economics, and political science. The natural sciences requirement consisted of a laboratory course in one of the physical sciences and eight semester hours in biological sciences. The set of requirements developed by the curriculum committee covered the broad scope of undergraduate education. In addition to the general education requirements, there were, in the fall of 1964, courses leading to major concentrations in biology, chemistry, government, history, literature and language, mathematics, psychology, and drama. In 1965 plans called for the addition of major programs in art, economics, foreign languages, philosophy, and physics. In addition to the general education requirements and the course work that constituted a major, the committee also determined that each department would have some type of qualifying examination for its graduates. The examination could be administered orally, in written form, or by the preparation of an extensive major paper. This was a strong statement of purpose by the curriculum committee.

The members did not particularly like the idea of the trimester, but they did agree to the recommendation that a forty-week academic year be instituted and that 120 semester hours be required for the degree. The academic year would be divided into two semesters, and each semester would have two ten-week terms. By taking a normal load of two or three courses per term, students could easily accumulate 40 semester hours in one year and 120 semester hours in three years. Clearly, the heavy general education requirements, coupled with the requirements for their major fields, left students little room in their schedules for many electives.

Consistent with the overall vision of the institution was the decision to exclude academic degrees or major programs in business administration or education. It was the belief of the faculty that since business administration was specifically oriented toward vocational training, it would be much better done at the graduate level. The faculty also believed that students would be better prepared for graduate work if they had a strong liberal arts background. The same ideas prevailed when it came to the field of education. The faculty recognized its responsibility to help prepare teachers for the public schools but believed a good liberal arts foundation was the key ingredient in that task. Therefore, the faculty decided that the college would offer all the education courses required for certification in the North Carolina public schools, but they would be in addition to the requirements for a bachelor of arts or bachelor of science degree in a specific major. Both of those decisions were consistent with the aim of building a liberal arts college with a strong orientation toward experimentation and innovation. The curriculum committee made frequent reports that generated a great deal of discussion among the general faculty. These ideas, along with the specific general education requirements and the list of majors, were also discussed with the Board of Higher Education. The board of trustees was kept informed as to what the faculty was doing, and we received strong support from board members.

In December 1963 the Board of Higher Education sent a panel of consultants to review our proposals before approving the program we were developing. It included Dr. Taylor Cole of Duke University, Dr. Robert Lancaster of the University of the South, Dr. Robin Robinson of Dartmouth College, and Dean Charles Lester of the Graduate School of Emory University. The report that these outstanding scholars and educators made after being on our campus was accepted by the Board of Higher Education. The committee made some highly positive statements about

our plans for the development of Asheville-Biltmore College. The report closed with this statement:

> These observations lead the committee *to make a plea* to the Commission of Higher Education. It appears to us that the program contemplated at Asheville-Biltmore presupposes inevitably a lower student/faculty ratio and a higher per pupil cost than characterizes the other colleges in the state. Unless the commission is willing to support this program with these facts in mind, it seems to the committee that the Administration and Trustees should be advised to plan a more traditional program. It is exciting to contemplate the development of a very high quality, strictly liberal arts college within the higher education system of a state. However, it would be cruel and unfair to encourage planning in this direction unless the commission believes that 1) such an institution is desirable, 2) such an institution should be located at Asheville, 3) such an institution can receive the type of support that it needs to make it comparable to Davidson College or to the college divisions of Duke and the University of North Carolina at Chapel Hill.

When the Board of Higher Education met in Charlotte on February 28, 1964, to consider our program, the following was part of the recommendation made by the special committee to examine the program of A-B College:

> The consultants' report indicates some difficulty in working out the details of a new academic calendar and that the curriculum as proposed would be successful only if the faculty and students of a superior quality are secured by the college. And the low teacher/student ratio which is required for programs such as are contemplated will require exceptionally large financial support by the state. This committee believes that it is appropriate for our tax supported institutions to be experienced with new approaches, particularly when such approaches will expand the use of physical facilities and provide potentially stimulating new programs for the students. The committee feels that it is appropriate for a state institution to undertake to achieve the high standards to which the proposals aspire.

Two months before the Board of Higher Education formally gave its approval for the Asheville-Biltmore program, the students were given

details about the type of program that was developing, the list of majors, and an idea of when they would come into effect. We carefully explained that these were still just a set of recommendations and that we anticipated approval by the Board of Higher Education. The Advisory Budget Commission and the General Assembly would have to approve the implementation of the budget.

This was an exciting time for our students because they had been hearing rumors about what was being discussed. We had an opportunity to get them all together at once when we held the formal opening of the new gymnasium on the morning of December 17. While they were sitting in the bleachers, we reviewed the kind of program the curriculum committee had developed and the faculty and board of trustees had approved.

When the Board of Higher Education met in Charlotte on February 28, Dean Kaempfer and I were invited to attend and hear the board's reaction to our plans. The board had established a committee chaired by Joseph Greir of Charlotte to review our proposed program. The board went far beyond approval. The members complimented all of us highly for being willing to undertake the development of a program that would be different, in many respects, from the standard programs offered by most state institutions. We left that meeting with a great sense of exhilaration, believing that with the support of the Board of Higher Education we could accomplish many of our goals. We immediately communicated what the board had said to all the faculty. We were confident that the board's assistance would enable us to offer the program it had approved and that its careful study would assist us in obtaining adequate funding from the Advisory Budget Commission and the General Assembly.

C H A P T E R 5

Getting Under Way

The program set to begin in the fall of 1964 was a strong one that stressed the fundamental fields of knowledge and promised to develop a greater sense of independence on the part of the students. At the same time, we soon had evidence of its weaknesses. The forty-week academic year, for example, would place great strain on faculty and students alike. We had failed to consider when planning the schedule how necessary summer work was to so many of our students. If they remained in school until late June, there would be little opportunity for them to find summer jobs. Many people in the community approved of our program and gave us encouragement, but there were those who did not like the absence of vocational programs. There was also some concern that our emphasis on high quality would affect the admissibility of many students. Another problem was that the college did not offer many of the major concentrations the students wanted. As a result, they would continue to use A-B as a junior college, taking all of the general education courses and then transferring to other institutions where they could major in their chosen fields.

Not long after the program went into effect in the fall of 1964, the faculty wanted to reconsider some of the decisions that had been made. This sentiment, however, did not really build until after the graduation of the first class in 1966. It was then that we were able to gauge how effective the program had been and what chances it had for continued success. Given that we stressed openness to change and were preparing students

for a world in flux, it would have been inconsistent for the institution to take a hard stand and say its programs could not be reevaluated or reconsidered. Within a couple of years, there was considerable faculty discussion concerning the length of the academic year and the grading system. Instead of traditional letter grades, a substitute pass/fail or honors system encouraged students to focus more on actual learning. There was ongoing discussion, however, about changing the grading system.

The most noticeable weakness of the program was probably that the curriculum was an expression of what the faculty wanted to teach, rather than an accurate reflection of the community's educational needs. We knew we could build an extraordinarily good institution if we had the support of the General Assembly and the Board of Higher Education, but we did not make sufficient effort to determine if the program we adopted was one our constituencies really wanted. Most of us were new and had not been in Asheville when the 1958 and 1961 bond referenda were passed. As a result, we did not give proper consideration to the feeling among voters that they had gone all out in passing bond referenda and taxing themselves to support a college. What we were doing was not what the public had had in mind. The upshot was tension that took years to eradicate. The term "Little Harvard on the Hill" was not meant as a compliment.

While the serious business of program development was going on, A-B students continued to entertain themselves with parties and dances, celebrations, and basketball games. In 1962 we had a new basketball coach from a high school team in Jacksonville, Florida, Robert Lee Hartman. He had played quarterback at Purdue University and held a master's degree in physical education from American University. The team had no place to play the first couple of years because the gymnasium was under construction, so games were played at Catholic High School. Sometimes, only fifty to a hundred fans would attend. Nevertheless, the team played a good brand of junior college ball while waiting for the gymnasium to be completed and the institution to achieve four-year status. One outstanding player during A-B's final years as a junior college was Dan Goalsby, who received several honorable mentions as an all-American.

Another building that would transform campus life was under construction as well. Plans for the student center included a 630-seat auditorium, large meeting rooms, offices, a kitchen, and a cafeteria. Until that time,

students had no place on campus to get a hot lunch. Since there were no dormitory students, there was no need to be concerned about dinner. Before the student center formally opened in February 1964, all that existed were some sandwich machines and microwave units to heat food. The student government was able to set up permanent offices in the new building. There finally was a place for a bookstore, and the cafeteria served regular food for lunch, with the tantalizing aroma of a doughnut machine luring even the most diet-conscious at all hours of the day.

Construction also began on the library and the classroom building, both funded by the $1.4 million that the General Assembly had appropriated in 1963. We felt the most important building we would ever erect on the college campus was the library, and we wanted it to be designed as the heart of the college and situated at its center. The board of trustees approved Six Associates as the architectural firm for the project, with the proviso that Anthony Lord be the principal designer. The contract was accepted on that basis, and Lord, assisted by William McGee, went to work on the design. The architects submitted three sets of plans before we agreed on the final design. It was our purpose to construct a building that would be as attractive as we could possibly make it with the amount of money available, one that would be a welcoming environment for the students. The books would be on open shelves so a student could go to any book, take it from the shelf, and sit in a comfortable place nearby to study or read. That required a great deal of open space, rather than having the inside of the building divided by walls and the books stored in closed stacks. We finally had a set of plans that we were happy to present to the Department of Property Control in Raleigh.

Ainsley Whitman, the librarian since 1962, spent a great deal of time working on the interior design of the building. Property Control objected to some of the plans because they were so expensive, but we convinced officials that the building as designed would greatly enhance the campus and improve the learning attitude of the students. When the department finally approved the design, we advertised for bids and, in the spring of 1964, held a bid opening in the new student center. Property Control representatives, the trustees, the faculty, the library staff, and other interested people were present. It was one of the most dramatic moments in the history of A-B College. Our construction budget was strictly limited to $800,000. One by one, the bids were opened for the general contract, as well as the heating, the air-conditioning, the plumbing, and the electri-

cal work. They were considerably higher than $800,000. It was depressing to think about the cuts we would have to make in order to construct the building within the budget. However, lying on the table with all the formal bids was a telegram. It was the last item we opened. It was from the Juno Construction Company, and it said simply: "Reduce base bid by the amount of $80,000." That telegram made it possible for us to proceed with the facility exactly as it had been designed. The actual building cost of the library worked out to be $17 per square foot.

The building was dedicated the D. Hiden Ramsey Library and opened to students and the public in the fall of 1965. Ramsey had been involved in higher education in North Carolina for many years, having served as the first chairman of the Board of Higher Education and as chairman of the board of trustees of Western Carolina College. The library was the first building on the campus to be named, and it was an honor for everyone involved to dedicate it to such a distinguished citizen. Governor Dan K. Moore was the principal speaker at the dedication of the building named for his longtime friend. Ramsey spoke briefly and eloquently. The ribbon was cut, and the building was opened for the inspection of the audience, even though the books had not been transferred yet. It was fortunate that we timed the opening for September; although we did not realize it, it was to be Ramsey's last public appearance. He died shortly thereafter, at the age of seventy-four.

On the day of the dedication ceremony, Governor Moore made a statement to me that had a great deal of bearing on our thoughts for the next several years. He was familiar with what the institution was trying to do in its program. We were walking across the campus after the ceremony when he turned to me and said, "There is only one good undergraduate liberal arts college in North Carolina, and that is Davidson. I would like to see this become the Davidson College of the state system." That statement was reported to the faculty and greatly reinforced our belief that the program we were aiming for was consistent with the attitude that had been displayed by the Board of Higher Education. It was a statement of encouragement, and we accepted it as such. As long as Governor Moore was in office, we felt we had a good friend who was in complete accord with the goals of Asheville-Biltmore College.

The classroom building designed to serve the humanities was under construction at the same time the library was going up. It was completed in February 1966 and called the Oliver Cromwell Carmichael Building, in

honor of a man who had a distinguished career in higher education. Dr. Carmichael had been a Rhodes scholar, served as a volunteer with the British army in the East Africa campaign, been president of Alabama College, chancellor of Vanderbilt University, a member of the War Man Power Board during World War II, president of the Board of Regents of the State of New York, and president of the University of Alabama. He was generally accepted as one of the leading educators in America. When India gained independence from Great Britain in 1947, Jawaharlal Nehru invited Dr. Carmichael to India to help organize a system of higher education for the new nation. President Carmichael retired from the University of Alabama and moved to Asheville in early 1957. He served as a member and later became chairman of the Board of Higher Education. He was an incredibly knowledgeable person who exemplified the ideals to which A-B College aspired, particularly in the field of the humanities, and we were grateful that he was available to us in the early years, when we were planning our program.

The newly constructed student center was named for Louis Lipinsky. This local businessman and community leader had been a trustee of A-B College and had been instrumental in generating support for the 1958 and 1961 bond referenda. Lipinsky had a deep commitment to the college and was determined to see it grow. It was an honor to place his name on the building while he was alive.

The science building was named for Verne Rhoades, one of the early scientific foresters in western North Carolina. He was a graduate of the first class of the School of Forestry organized near Asheville. His wife's family, the Weavers, had been prominent in the area for many generations, and the Rhoadeses had donated land to the institution to help build an all-important access route, W. T. Weaver Boulevard.

The naming of these buildings represented ties between the institution and those people in the community who had made significant contributions over the years. The board of trustees took considerable care in choosing the names as new buildings were erected.

The students themselves played an important part in the construction of the first dormitories on campus. Even before the faculty and trustees recognized it, the students realized that the type of program being offered could not be effective in an institution with no resident students. As soon as senior college status was achieved, they began to talk of the need for dormitories which would create a more collegiate atmosphere and provide for students from other areas. The students took the lead in seeking ap-

proval for dormitories. Their efforts ran counter to statements made when Wilmington, Charlotte, and Asheville-Biltmore were being considered for four-year status. Each one was a commuter institution at the time, and there was a general assumption that each would remain so.

The students at A-B College decided that the need for residence halls was too important to ignore, so they started a campaign to generate support for the construction of the first dormitories. At one point in early 1964, when the weather was bad and cold, a few of the hardier students erected tents on the quadrangle near the flagpole and spent the night to call attention to the lack of dormitories on the campus. Later that year, the students went all over western North Carolina and accumulated ten thousand signatures on a petition asking the General Assembly to approve the construction of A-B College's first dormitories. Ed Harris, Frank Moss, Ted Corcoran, and Don Dalton presented the petition during a breakfast for all of western North Carolina's legislators and Governor Moore in the early part of 1965, just a few weeks after the governor's inauguration. He received the petition graciously and passed it on to the western North Carolina delegation. It was returned to A-B College with all of the signatures and now resides in the library archives. The 1965 General Assembly authorized dormitories for 250 students at a total cost not to exceed $750,000. Consistent with many of the other ideas we had, we wanted our dormitories to be unique, but we made some of the most grievous mistakes in our early years during this construction project.

We wanted small buildings so the students would not feel lost in large dormitory halls. The new dormitories were designed with suites of two double-occupancy bedrooms and one living room, which we intended to serve as a study for each group of four students. There would be one bath per suite. Because the state appropriates no money for dormitories, the buildings had to be paid for entirely out of rental receipts. We spent so much on the exterior structure that the rooms themselves ended up cramped. We should not have started dormitories on a 100 percent self-liquidation basis, and we should never have approved rooms that were too small to accommodate the students comfortably. Nonetheless, that was our decision at the time. Construction began in 1966, and the dormitories opened in August 1967. The complex of eight buildings was called the Governors Dormitory Village because each unit was named for a governor who hailed from western North Carolina or who had advanced higher education in the state.

The beginning of the 1965 academic year heralded the first senior class

on the campus. It was an exciting time because the seniors, a harmonious group who enjoyed the position of being the first class to graduate, brought a level of enthusiasm to the college that had not been there before. The tension among the seniors was palpable during the final weeks before graduation as they went about the business of making sure they had met all the requirements for their degrees.

The commencement ceremony was the most significant event of the year. It would have been impossible for us to have obtained a more appropriate speaker for our first senior class. Dr. Frank Porter Graham had been the first president of the Consolidated University of North Carolina and was a man of great distinction in state, national, and international affairs. It was largely through the efforts of Virginia Lathrop, a member of the board of trustees of the Consolidated University and Dr. Graham's longtime friend, that we were able to obtain his services. On the night of June 25, 1966, the first class lined up in the atrium of the administration building, along with the faculty and the platform party, and we had our first graduation march across the campus. Everyone present recognized what that first class represented to A-B College. There were sixty-six graduates, and they referred to themselves thereafter as the "66 in the Class of '66." The ceremony was held in the auditorium of the Lipinsky Student Center, and it was packed with participants and well-wishers.

After I welcomed the audience, the chairman of the board of trustees, Manly Wright, spoke on the state of the institution, and Dr. Graham delivered the commencement address. The students marched across the platform one at a time to receive the first degrees ever awarded by A-B College. It was an electric, never-to-be-repeated experience. After graduation, Dr. Graham and many faculty, trustees, and friends went to the newly acquired presidential residence at 62 Macon Avenue, where our family had just moved a few weeks earlier. The first floor was virtually devoid of furniture, but that made little difference. It was an extraordinarily happy occasion.

At the graduation exercise we recognized the outstanding students who had, by vote of the faculty, been awarded general college honors. The Cecil L. Reid Academic Award was given by Manly and Elizabeth Wright in honor of her father. The first recipient was an outstanding young woman in the sciences, Helen Bobo. Another 1966 honors graduate was Beatrice Francine Delany, who was one of the first three black students to enroll at A-B College, in September 1961. The junior college graduate

had waited two years to enroll as a member of the institution's first junior class, and she graduated with the first senior class two years later.

Since it was obvious that we would have residential students long before the dormitories opened, several important decisions had to be made about our student services. In 1965, when the General Assembly approved funding for a counseling center, we simply promoted to full-time positions the two people who had worked on a part-time basis for many years. They were Jackson Owen, a licensed psychologist, and Karl Wilsman, who had experience in student measurement and dealing with students who had reading difficulties. Given the appropriation, they were able to start preparing for dormitory students on July 1, 1965.

In 1966 Dr. Thomas C. Dula, who had held several positions in higher education in Florida, joined us. He had previously served with the Board of Control for the entire state system and had been the registrar at two Florida institutions. He became dean of students on July 1 and began working with the student government and assisting in preparations for dormitory students. In early 1967 we employed Alice Wutschel, who had previously held a similar position at Marquette University, as dean of women. Joseph Parsons continued to serve as dean of men.

For the first time, we had a student services staff that could give guidance to the expanded number of students, especially those living in the dormitories. The staff's responsibilities included food service, dormitories, student organizations, student government, and a variety of activities that were outside the regular curricular paths to a degree.

A campus newspaper added a great deal to student life. When the college had moved to the new campus in 1961, publication of the *Campus Crier* was suspended. Because everyone recognized that a student newspaper was a vehicle for student expression and communication, there was considerable discussion about the nature of the publication and what it would be named. In 1965 the first issue of the *Ridgerunner* appeared. Martha Dula was the first editor, and Dr. Roy A. Riggs, of the department of literature and language, was the first faculty adviser. The kind of problems they ran into were not unexpected. The school had no courses in journalism, so all the work was done on a voluntary basis. This created a serious problem. At the beginning of the year, there were a large number of volunteers who were willing to work as reporters, photographers, and advertising salespeople. As the demands of the academic year built up, however, the volunteers would gradually drop out. Halfway through

the year, there would be only a few people putting out the newspaper on an irregular basis. Things continued that way for several years before additions to the curriculum attracted a different type of student in journalism and communications. Nevertheless, editorials in the *Ridgerunner* addressed problems of student life, and the publication kept students well informed for about ten years.

With the graduation of the first class, one overwhelming necessity had to be addressed: accreditation as a senior institution. We had been in communication with the Southern Association of Colleges and Schools since July 1, 1963, when we legally became a senior college. In 1965 the association sent Dr. Louis Webb, president of Old Dominion College in Virginia, as a consultant on accreditation. He was a fine educator with a great deal of experience, and he was extremely helpful in giving us guidance about the steps we should take. The rules of the Southern Association were that a visiting committee would come to the campus and examine a self-study prepared by the faculty. The committee members would then spend several days looking at the operation. That could not be done, however, until two classes had graduated, so we had ample time to prepare the self-study.

In the years when A-B College had been a junior college, the institution had never had facilities to do much more than provide classrooms, laboratories, a library, and some student activities. By and large, the students would come to the campus, attend their classes, do their laboratory work, do their research at D. Hiden Ramsey Library or downtown at Pack Memorial Library, and then go home. By the middle sixties, the on-campus facilities had grown to the point that the institution was able to become much more of a cultural center for the students and the entire community. By 1966 the college had meeting rooms and an auditorium that could be used for a variety of campus and public programs. The administration building included a meeting room with more than 100 seats. The same held true for the lecture hall in the science building. The humanities building featured a 330-seat adjoining lecture hall built in amphitheater style. The auditorium in the Lipinsky Student Center could accommodate 630 people. As our facilities expanded, public use of them greatly increased.

The facilities allowed us to embark upon one of our missions: the development of programs of general interest to both the students and the public. One of the early faculty committees formed was the special pro-

grams committee. Its responsibility was to consider student and community needs and bring in pleasurable, enlightening, and entertaining programs that would be consistent with the purposes of the institution.

It did not take long to get this effort under way. In the summer of 1964, working jointly with the music department of UNC-Greensboro, we brought to the campus for two weeks an opera workshop directed by the famous impresario, Boris Goldofsky. At the end of the two-week period, the students, who had come from many different areas to participate, put on a fine program of well-known arias.

For several years in the summer, the Asheville Symphony Orchestra performed a Sunday afternoon pops concert free to the public. The musicians sat in the atrium of the administration building, and the audience spread chairs and blankets around the quadrangle to enjoy the music. The event was extremely popular and brought thousands of people to the campus. Other musical, dance, and dramatic programs were presented by the newly formed North Carolina School of the Arts, UNC-Greensboro's music department, and our own students and faculty.

In 1965 a well-known Episcopal theologian, Dr. Albert Mollegen, lectured on current relevant ideas in the field of theology. He was then questioned by a panel moderated by Dean Kaempfer. Dr. James A. Pate and Dr. James Stewart from the philosophy department completed the panel.

Merrill Lynch offered sessions on investing to the general public, and the idea that A-B College was a place where special programs of community interest were offered quickly took hold.

Possibly the most significant of these programs in the middle and late sixties was the Foreign Affairs Forum. William Cochran, who had retired after many years as a career foreign service officer in the State Department, was a part-time member of the faculty. He used his numerous contacts to get exceptionally well-qualified people to spend a day or so on the campus, meeting with students and delivering public lectures. Since most of the people we hosted were government employees, it was not an expensive program to operate. All we had to do was pay their travel expenses and take care of them while they were here.

The first series was offered in the spring of 1965, and there was a reasonable response. However, the most significant Foreign Affairs programs in the first several years began taking place in 1966. By then, people were raising questions about the Far East, especially America's involve-

ment in South Vietnam. The first speaker in the series came in early April. He was General Maxwell Taylor, former Army chief of staff, ambassador to South Vietnam, and one of President Lyndon Johnson's principal advisers. Lipinsky Auditorium could not accommodate the number of people who came to hear that first lecture. As one would have expected, Taylor defended vigorously the government's support of South Vietnam, but there were others who participated in the series that year who had different ideas. Oliver Clubb, a well-known authority on Southeast Asia, theorized that United States policy was based on the principle of supporting a friendly government that was opposing the Communist takeover. He maintained that the government that was friendly to the United States did not have the support of its own people, and he warned that a military solution to the problem would require a major investment of perhaps one million American soldiers in Vietnam at one time.

Among the most interesting speakers in the 1966 series was Dr. Barnard Fall, a professor at Howard University. He argued that the United Nations should assume more responsibility in South Vietnam to genuinely internationalize the solution to the problem. Additionally, he voiced the same warning that others had given: that regardless of the investment the United States chose to make in South Vietnam, it would not be successful as long as the people did not actively support their government.

John Paton Davies was another well-known participant in the 1966 series. He was one of the real "old China hands" whose duty it had been to report to the State Department that Chiang Kai-shek could not win the civil war. When John Foster Dulles became secretary of state, Davies was removed from his post, even though he had grown up in China, spoke Chinese dialects, and understood the situation far beyond Dulles's comprehension. Years later, when his judgment was proved valid, Davies was reinstated into the good graces of the State Department.

In other years the Foreign Affairs Forum featured such outstanding people as Malcolm Toon, who had been ambassador to both the Soviet Union and Israel; Walter Stoessel, who was the ambassador to Poland and, later, the Soviet Union; Alfred Puhan, the ambassador to Austria; and U. Alexis Johnson, who had served as ambassador to Japan before becoming undersecretary of state.

The need for organized local fund-raising for many projects brought about the establishment of the A-B College Foundation in 1965, with Frank Coxe as its first chairman. The foundation's purpose was not only

to help raise money but also to be a channel of communication between the college and the community. The organization grew and became increasingly more valuable to the institution as the years went by. The new student government constitution was approved in September 1965. It recognized that there were now both junior and senior classes on the campus, and it established new areas of responsibility for the Student Senate that represented the different classes.

The college was in the early years of developing an intercollegiate athletics program. The only program that received any kind of support was basketball. There were holiday tournaments and tip-off tournaments at the beginning of the year, and A-B had some very respectable seasons. By the latter part of the sixties, the team had improved to the point that it was genuinely competitive among small colleges everywhere.

In December 1965 we appointed our first director of public information. Peter R. Gilpin had been city editor of the *Asheville Citizen*. His years of experience as a newspaperman helped him do the job of keeping the public and the media informed about campus developments and major events.

A unique development during the early years was the result of a decision made around the time the college moved to its new location. A group of people interested in the native flora of western North Carolina had approached the board of trustees and asked that a section of land be set aside to build botanical gardens that would feature only plants indigenous to the region. Doan Ogden was to be the landscape architect, and he designed gardens that would take many years to develop. The board of trustees agreed to the proposal and set aside approximately ten acres bordering Reid Creek and Broadway. It was amazing to see the number of citizens, male and female, young and old, who devoted time and energy to creating the attractive gardens. Some of the early leaders were Dr. and Mrs. E. L. Demmon and Mr. and Mrs. Tom Shinn. The botanical gardens were incorporated and maintained communication with all the garden clubs in the area. The plan was to build bridges, pathways, and rock walls, and to plant and label all the wildflowers and trees that were native to western North Carolina. It was a huge undertaking, one that has become an increasingly valuable asset to the university and the community alike.

During the sixties, after the construction of the Lipinsky Student Center, the Botanical Gardens Association hosted Thanksgiving and Christmas parties to raise money and to generate further interest and support.

Several hundred people attended these events, and the carefully planned programs often included slide presentations of indigenous trees and wildflowers. The first program featured Dr. William S. Justice, who, with Dr. C. Ritchie Bell from UNC–Chapel Hill, later published a volume that became a classic in its field, *Wildflowers of North Carolina*.

Leona Hayes contributed a log cabin that had been procured by her husband, the playwright Hubert Hayes. It was placed at the focal center of the gardens in the summer of 1965. Every care was taken to preserve the 150-year-old structure, and it has become a rather romantic place. Over the years many young people have been married in the botanical gardens, usually in front of the Hubert Hayes log cabin.

The drama program's first production took place in Lipinsky Auditorium that fall. Claude Garren, the director of drama, presented Jean Anouilh's *Antigone*. Among the students involved in this first production were Don Dalton (who later became a drama major and teacher), Sally Strain, Ralph Moss, and Larry Gordon.

The budget during those years clearly demonstrated the difference it made to be a state-supported senior institution. The operating budget for the 1965–66 academic year, not including any capital construction of new buildings or the purchase of expensive equipment, was $925,320. The first year the budget topped $1 million was 1966–67. Although that still was not a large amount of money to work with, it was adequate for our enrollment and a far cry from the budgets of the junior college in the earlier years.

In February 1966, as the first senior class began to prepare for graduation, A-B College was invited to submit the names of special students for inclusion in *Who's Who in American Colleges and Universities*. The first A-B students to receive that honor were Ed Harris, Sally Martin, Carol Carson, Beatrice Francine Delany, George Brian, Jr., Linda Lee, Ray Elingburg, and Sandy Maston.

That same month, Dr. Dexter Squibb, chairman of the department of chemistry, organized the UNCA chapter of Student Affiliates of the American Chemical Society, the first student chapter of a well-known national organization based upon an academic discipline. Over the years, it has been an important means of providing specialized information for students majoring in chemistry, and twice it has received the Outstanding Chapter Award of the American Chemical Society.

Fred Martin, who had been principal of Charles D. Owen High School

for a number of years, joined our staff in 1966 as the director of admissions. He was responsible for acquainting high school seniors with the A-B College program, and he was on the road a great deal.

Also in 1966, Coleman Zageir, one of the best friends the college has ever had, gave $4,000 to the library to start a collection on the history and philosophy of religion. It was the first important gift to the library. Not long afterward, the family of Curtis Bynum, a man who had been helpful to the institution thirty years before, established a collection in his name devoted to philosophy and the history of ideas. Both collections have grown considerably since then, and they represent a measure of the public's confidence in the young institution.

In June 1966 the magazine *Interiors* published a feature story and eight pictures of the Ramsey Library. It was suitable recognition for the interior work Ainsley Whitman and architect Anthony Lord had done and valuable publicity for A-B College to receive so early in its history.

The Advisory Budget Commission, chaired by Senator Thomas J. White, visited the campus that summer. The senator, who served as chairman throughout the sixties, was concerned about the state's fiscal integrity and the fair treatment of its various agencies and institutions. The commission was composed of only six people at that time, and a small group from the Budget Division traveled with them. We actually looked forward to their biennial visit. It gave us a chance to point to the construction and other developments on campus as examples of continuing growth and the need for more facilities.

In 1966 we requested funding for additional facilities. The most pressing need was an addition to the science building that would cost about $500,000 and house primarily laboratories. We also asked for $150,000 for physical education and athletic fields. We wanted underground wiring to replace unsightly overhead wiring and requested $100,000 to get that project started. We needed $11,000 for sidewalks and landscaping. We asked for approval for two dormitories that together would cost about $1 million. We requested paving and parking money in the amount of $95,000, as well as a $30,000 addition to the plant maintenance building. The Advisory Budget Commission was complimentary about what we had accomplished so far, and we felt we had made a good case for the various facilities we had requested.

In 1966 the congregation of the Baha'i faith planted a dawn redwood tree to commemorate World Peace Day, as proclaimed by Governor Dan

Moore. The magnificent tree, identified by a brass plate, will probably be as tall as the flagpole when it reaches its full height.

The Chamber Music Society of Asheville had been holding concerts for years in David Millard Junior High School. Lutrelle Wishart and Dr. Philip Walker, who were members of the organization's board, helped make arrangements for the society to perform in Lipinsky Auditorium. In exchange, A-B College students were admitted free. It has been a happy relationship that has continued for approximately twenty years.

In October 1966 one of the most unusual meetings ever to be held on campus took place in a building that had opened only a few months before. It was Region Four of the World Meteorological Organization. The Carmichael Building and the lecture hall held many representatives from Latin American countries, as well as an observer from the Soviet Union. The discussion focused on ways in which meteorological information could be transferred quickly from one country to another. The meeting combined the efforts and resources of A-B College and the National Climatic Data Center in downtown Asheville. It also suggested the possibility of a continuing close relationship between the college and the federal agency. It was a new experience for students to see an international meeting with simultaneous translation.

One of the most interesting speakers to visit the campus during the early years was the ingenious futurist, engineer, and designer Buckminster Fuller. Lipinsky Auditorium was full when he lectured on December 2, 1966. He showed slides tracing the development of the geodesic dome and detailed his ideas about the future and the way people would live. Fuller was not concerned about international relations; rather, his focus was engineering technology and science as applied to the human condition well into the next century.

Signs of strain showed up for the first time that year, a strain that would continue for quite some time and result in serious trouble. The student government had voted to appropriate a portion of student fees to support publication of the *Ridgerunner*. Because the newspaper also sold advertisements to local businesses, it was considered an independent agency. That did not prevent student government officials from becoming irate when editorials and articles critical of the organization appeared in the *Ridgerunner*. SGA presidents and student senators insisted the newspaper be the voice of student government. The editors of the campus newspaper, however, felt it was their function to praise or criticize openly and

objectively. Not enough people understood that freedom of the press applied to college newspapers as well as to commercial printing. John Phaup, the editor at the time, wrote an article defending press freedoms and explaining the need for the newspaper to be the voice of no particular group on the campus, neither the administration nor the faculty nor the student government. Unfortunately, the conflict became a perennial problem.

In late 1966, reorganization of the alumni association began. With the graduation of the first senior class, we realized it would be necessary to have an association that played an active role in the institution and represented the interests of junior and senior college graduates alike. A committee on reorganization was established, with Roy Taylor, Joseph Schandler, Thomas Walton, Ray Elingburg, Doris Sanders, and Carol Carson as members.

The year closed with a college assembly and a presentation of Handel's *Messiah*. The reading was by Claude Garren, and the music was provided by a chorus of fourteen students supporting principal singers Peggy Simpson and James Farnsworth.

The new year began with what we considered to be a good omen when the governor presented his budget for the 1967–69 biennium to the General Assembly. When we got our first look at the budget, we were delighted to see that every capital request we had made had been approved. There were some slight changes in the priorities of a couple of projects, but essentially we had received approval for every item. It was a great experience when I appeared some weeks later before the Joint Appropriations Committee of the General Assembly and was able to say we had no more requests. Because we knew there were legislators who questioned the relative costliness of some of our programs, I used my allotted time instead to explain the innovations that we were incorporating into our curricula in order to provide students with a better education. The budget that year certainly gave us hope for the future. We were pleased that Governor Moore had seen fit to support the Advisory Budget Commission's recommendations. It was equally fortunate for us that Gordon Greenwood was chairman of the House Committee on Appropriations at that time. With people like Representative Greenwood, Senator White, and Governor Moore, we felt we had excellent support for our programs in Raleigh.

C H A P T E R 6

The Late Sixties

In 1967 we continued the practice of bringing specialists to the campus to meet with students and give public lectures. Dr. Sidney Matthews, a member of the history department and chairman of the assemblies committee, was able to secure the services of Raphael Greene of the White House staff. The Sino-Russian expert gave an informative talk to the students about events taking place in those nations and lectured to the public later that evening on Russia and China.

Perhaps the most popular program that year was flamenco guitarist Juan Sarrano's concert. He played to a packed house on a cold night in January, and it was a bravura performance. He sounded as if he had 20 fingers, and the audience called for one encore after another. The special programs committee hosted a party for Sarrano afterward, and he played his guitar for sheer enjoyment. The guests loved every moment.

The North Carolina Board of Higher Education in early 1967 approved our request to set up a classics major in a separate classics department. Until then, classics had been a subordinate discipline within the history department. We felt that our classics program warranted its own department, even though Dr. William Thurman was the only faculty member teaching classics at the time.

Early that year a number of guest speakers brought considerable attention to our campus and our practice of sponsoring provocative lectures for students and the public alike. One was Senator Sam Ervin of Morganton. This was long before he achieved fame during the Watergate hearings of 1973. The senator spoke about constitutional protection of personal free-

dom and expressed his concern about the growing power of the federal government. Computerized record keeping was on the rise, and Ervin worried that information pertaining to individuals could be stored in government computers, representing an improper intrusion into the private lives of American citizens.

In May 1967 the first copy of *Images* was published, with Dr. Ellis Shorb of the department of literature and language as the sponsor. The new literary and art magazine was to replace *Bluets*, which the faculty had decided to discontinue because of its junior college overtones. The decision was probably a mistake, since *Bluets* provided a sense of continuity between the junior and the senior institutions and could have been updated and expanded to make room for artwork. At any rate, that publication was abandoned, and *Images* lasted for several years before fading away.

As the 1967 school year came to an end, the students and faculty, like students and faculty everywhere, were becoming increasingly concerned about America's expanding role in Vietnam. At an assembly program on May 28 the question was posed: "Vietnam—What Should Be Done about It?" The faculty discussion presented a variety of views to the students, who were fascinated to be listening to their own professors arguing over the issues, concerns, and proposed solutions. The members of the panel were Dr. Bahram Farzanegan and Dr. Parkins from political science, Dr. Bruce Greenawalt, Dr. Matthews, and Dr. Walker from history, and Dean Kaempfer. Interestingly, while the opinions of the faculty participants were wide-ranging, the results of a student poll indicated that, regardless of the reasons given for being in Vietnam, student sentiment was to get out, but save face while doing so.

A-B College's second commencement was held in June 1967 for a smaller class of fifty-four graduates. The principal speaker was Chancellor James S. Ferguson of the University of North Carolina at Greensboro. Denise Diamond was the recipient of the A. C. Reynolds Citizenship Award. Shortly after graduation, faculty member Sylvia Wilkerson was listed in *Mademoiselle* as one of the four most exciting young women in America. She had just published a novel, *Moss on the North Side*, and was a dancer, an actress, and an uphill race car driver. Wilkerson left A-B College after several years to become a writer in residence at UNC–Chapel Hill.

Two faculty members retired at the end of the academic year. Dr. Jona-

than Williams had retired once before but returned to help with the development of a foreign language program. Mary Miller had taught French and Spanish and had for many years served as the faculty sponsor for the *Summit*, which had won several national awards from the Columbia University School of Journalism.

The General Assembly's response to our capital request was one of the year's most important events, but there were others. Throughout the spring, the self-study committee, with its steering committee chaired by Dr. Kenneth Nickerson, continued to work on the self-study and a future projection, both required by the Southern Association of Colleges and Schools. With the guidance of the executive director, Gordon Sweet, and other members of the association, the study was completed in the late spring, and copies were sent to Southern Association headquarters in Atlanta. The accreditation committee appeared on September 26 to begin a week-long examination, after which it would report back to the association's Commission on Colleges. None of the members were from North Carolina. Dr. Louis Webb, who had been here previously to advise us on the accreditation procedure, came with the committee and served as chairman. Other members were Dr. John Teal of Georgia Southwestern College, Dr. George Branham of Louisiana State University at New Orleans, Dr. Lee Anthony of Roanoke College, Dr. Dudley Fulton of Northwestern of Louisiana, Dr. C. P. Snelgrove of Tennessee Technical College, and Dr. A. F. Mallory of Mississippi State University. Fortunately, the library holdings had just reached the fifty thousand mark. Although accreditation did not hinge on a specific number of books, the fact that we now had that many was an indication of how seriously we had taken the development of the library. When the library had opened in 1965, our usable collection was limited to a few thousand volumes transferred from the old location. We had received an extra appropriation earlier to assist in the development of the library, and we were delighted to have expanded the holdings to fifty thousand volumes by the time the committee arrived.

Although the committee's report detailed much that we already knew still needed to be done, it was very commendatory about what had been accomplished on the campus since A-B College had become a senior institution in 1963 and had admitted its first junior class in 1964. The Southern Association held its annual meeting in Dallas, Texas, in late November. Dr. Riggs, Dr. Dula, and I attended. It was with an enormous sense of satisfaction that we heard the name of Asheville-Biltmore College

read with a few others as being recommended for full membership in the association. We left the meeting happy that we could contact the people at home and tell them not only that we were now accredited but that it retroactively covered the first class of 1966.

Another stellar event in 1967 was the August opening of the dormitories. At that time, the total enrollment of the school was 675, still short of the 700 FTE the Carlyle Commission had recommended. Nevertheless, we were on the way to being accredited and had two graduating classes. Conditions were looking good. The dormitories, as might have been expected, were not really ready on the appointed day. Dr. Dula, Alice Wutschel, Sam Millar, and several others spent a good portion of the Saturday night before pushing mops and brooms and picking up behind the workers, who had left a general mess. The sidewalks had not been completed, so the next day, when the first students came driving in with their parents for their first dormitory experience, we had boards laid down for them to walk on. They all had to mince their way into the rooms, for, as one might expect on such an occasion, we had rain. The students, however, moved in happily, not at all concerned about the muddy mess outside. Although it was several weeks before the sidewalks could be completed, the dormitories were open, and the character of the institution began to change.

As a result of the changeovers and expansion, there were nineteen new faculty members to be presented at the first faculty meeting in late August. Among those who would stay for a long time and contribute a great deal to the institution were Dr. John Barthel in economics, Dr. Michael Gillum and Peggy Jones in literature and language, Dr. Harry Johnston and Dr. James Perry in biology, Dr. Howard Rosenblat in psychology, Dr. Frederic Marcus Wood in classics, Dr. Jack Wilson in mathematics, and Dr. Ed Speirs in economics. Dr. Speirs also served as chairman of the social sciences division.

A committee was formed in 1967 to examine the forty-week calendar and the stress that such an academic year was creating for faculty and students. Although we were pleased that the General Assembly had approved our capital request, we were bothered that the legislators seemed to have forgotten that we had started our program with the understanding that A-B College would be an experimental institution. The various costs, including faculty salaries and library expenditures, would be considerably higher than those at an institution with a more traditional type of

program. When the General Assembly completed its budget, it was apparent that the legislators had decided to pay the faculty for the additional month: in other words, a ten-month salary for ten months of work. However, that was not a true increase in faculty salaries. That disappointment accentuated the stress of the forty-week calendar. After a careful reexamination of some of the programs, we decided we could safely shave off a few days from each of the terms to have an academic year of nine-and-a-half months (or thirty-eight rather than forty weeks). We made the adjustment and at the same time reduced the rigorous humanities program requirements from twenty-four to twenty semester hours. Both of those moves proved fortuitous. The original program had been a little too much for the faculty and the students to handle.

In October 1967 the botanical gardens formally opened. Members had been working for several years to turn that ten-acre tract of land into a paradise of nature, complete with walkways, bridges, and stone walls. About 2,500 people turned out for the opening. Many were members of garden clubs all over the area, and it was a pleasure to see the public's response to the care the early developers had given the gardens. With the exception of the stonework and the bridges, all the work had been done by the Botanical Gardens Association. The Christmas party that year was held in Lipinsky, and the principal speaker, Wilma Dykeman Stokely, was well known in this area and a graduate of A-B College.

On November 17, 1967, there was an antiwar rally, with visiting student speakers sent by the Southern Students Organizing Committee. This was the first genuine antiwar rally led by students on our campus. It resembled rallies going on all over the country, heralding the beginning of the antiwar movement that affected colleges and universities nationwide until the mid-seventies. About 350 students turned out to hear the visiting speakers. The program was more emotional but probably less enlightening than other programs concerning this issue had been. The students were becoming progressively more apprehensive about Vietnam, but in the years that followed and including the weeks immediately after the Kent State massacre of 1970, those on the A-B campus never became as passionate or destructive as students at so many other campuses in the United States. There was no question that the majority of our students and faculty were opposed to the continuation of the Vietnam War, but they limited their opposition to civilized and rational behavior.

We could see definite improvement that fall in one of the most enter-

taining aspects of student life, the basketball team. It was the first time the athletes could think seriously of play-offs and national tournaments. The tip-off tournament, sponsored by the Asheville Optimists Club, featured four teams. A-B College won 95–93 over Hanover College of Indiana. Three games remained at the end of the season, and A-B had to win them all to make it into the play-offs. The team defeated Wilmington but lost to Campbell and Pembroke, leaving it just short of an invitation to the district tournament. However, this was the first season the team had made it to that level of competition, and the players began receiving more attention from the townspeople and the students.

The other sport that was doing well and gaining recognition was the golf team, coached by Robert Daughton. The 1967–68 program was the most ambitious to that time. The student golfers had quite a schedule of tournaments. One, in Coral Gables, Florida, brought together teams from major institutions all over the Southeast. There were also many local matches and the team did reasonably well. It won a number of small tournaments and some of the players competed with the better college players in the Southeast. Although the golf program did not get a great deal of publicity, a substantial number of people who participated went on to become golf pros after they graduated. Even twenty years later, some of those who played for A-B College are still serving as club pros in western North Carolina and other places.

On March 5 the *Asheville Citizen* ran a full-page, full-color spread on Charles G. "Buzz" Tennent. It pictured him near the library with some of the azaleas he had planted. The board of trustees had named Tennent the institution's landscape architect years before and had honored him by designating a part of the campus immediately east of the library as the Charles G. Tennent Park. Those who walk around the campus and are impressed by the landscaping should credit Buzz Tennent, who was a nurseryman in Asheville for more than fifty years. He stated many times that he wanted our campus to become the best-landscaped institution in the country, and he set out to do just that. We often had much less than an adequate budget for planting, but Tennent augmented it substantially from his nursery at no charge to us. The mature trees and plants that grace the campus today are largely the result of his planting in the early and mid-sixties.

On March 21, 1968, Dr. Roy A. Riggs was named dean of the faculty. It was a position he had filled since Dr. Kaempfer resigned at the end of

the 1967 academic year to go to the University of South Alabama as dean of the College of Arts and Sciences. After discussion with the various department and division chairmen, I had appointed Dr. Riggs on an acting basis and then established a search committee. The chairman was Dr. Ted Shoaf. After months of looking for a new dean, the committee selected Dr. Riggs, who had been with the institution for five years and had served as chairman of the literature and language department and chairman of the humanities program. When his appointment became official, Dr. Philip Walker became chairman of the humanities program and Dr. Ellis Shorb was named chairman of the department of literature and language.

During the late sixties, Dr. Lester Zerfoss, formerly with personnel at American Enka Corporation, started working with the State Personnel Department to produce on-campus seminars on management development and supervision. He was an imaginative person who knew his field as well as anyone we could have found. Although we did not have a program in management or business administration, he used the summers to bring to the campus people who were interested in principles of management and supervision. Some of the programs he offered were solely for employees of the state, principally the Personnel Department. Others were open to those working for private corporations and businesses. The summer programs went on for several years and proved to be extremely important groundwork, introducing us to some ideas about management that we later wove into a degree program. A department of management would not have been possible had it not been for the presence of Dr. Zerfoss and his understanding of the field in the broader, more philosophical sense.

In May 1968 the second awards assembly was held. Sandra Sluder, who was Miss A-B, received the A. C. Reynolds Citizenship Award. As time went on, the awards assemblies gradually faded away, and recognition of outstanding students became part of the graduation ceremony.

On June 30, 1968, William S. Jenkins, who had served as business manager since 1952, retired. We did not want to rush into an appointment, so John Neuse served as acting business manager for one year. William Pott was one of the state auditors who had been examining our books for several years. When he discovered that the position was open, he asked to be considered and talked at length about changes that needed to be made. He accepted our offer and became the business manager on

July 1, 1969. It was a most fortuitous appointment. Pott has been with the institution ever since and is, without question, one of our most valuable administrators.

The 1968–69 academic year opened with an increase in enrollment and some new faculty members who would make a definite mark on the institution. Three in particular were Richard Reed, Dr. Robert Trullinger, and Dr. John G. Stevens. Many things were happening that fall, but it is appropriate to say that the focus of the school was the drive to become a campus of the University of North Carolina. I have reserved the entire story for the next chapter. Meanwhile, many of the programs developed in the earlier years continued. Dr. James Stewart of the philosophy department brought Dr. Gordon Pierce, vice principal of Regents Park College of Oxford University, to the campus for speeches and lectures. It was at this time that we began to consider the possibility of a summer program at Oxford in 1969. Most of the colleges of Oxford were practically empty during the summer, and a special type of program could be developed that would give our students a glorious opportunity to visit England, study at Oxford, and interact with some of the Oxford students and faculty. We began discussing this option in the spring of 1968, but it took almost a year to work out the entire program.

In the summer of 1968 the Advisory Budget Commission, under the chairmanship of Senator Thomas White, visited the campus again, but our requests were not as large this time because we were still working with 1967 appropriations. We did, however, ask for $925,000 to build a social sciences building and $219,000 for an infirmary. We received funds for the infirmary, but we did not get any other large capital appropriation or approval from the 1968 Advisory Budget Commission.

Work began in 1968 on the expansion of the gymnasium. The addition would include a swimming pool, an exercise room, classrooms, offices, and other facilities. The facilities were badly needed, and we were delighted to see the work get started.

In October 1968 we had on campus one of the twentieth century's most interesting men, a person whose role in history has proved to be increasingly significant as the years have gone by. Sir John Glubb, who had been the commander of the Arab Legion of Jordan, was brought to the campus by William Cochran and Colonel Paul Rockwell. In his lecture, Glubb said that leaders of the Soviet Union had wanted Egypt to lose the Six-Day War of June 1967 because they believed it would make

Egypt dependent upon Russia and give the Soviet Union an opportunity to insinuate itself into the Middle East at Egypt's invitation. Many developments in the years that followed indicated that Glubb had an uncanny insight into what was happening in that section of the world.

The beginning of an exciting year in basketball started with the tip-off tournament. Tom Harbin, one of the junior college's graduates, had recruited Mickey Gibson to play for A-B College. Gibson had been a starter at the University of Kentucky but had dropped out with two years of eligibility left after an altercation with Adolph Rupp. He was a welcome addition because he was an excellent shooter and one of the best players on any small college team. He and James "Red" McIlheny constituted a formidable pair. McIlheny was a point guard, and the most effective defensive player we had. When Gibson was playing well, he could hardly be stopped. He scored thirty-two points in the first half in a game that A-B won decisively against Washington and Lee. The other starters were Rod Healy, Lee Shuster, and Gary Adams. Other teams competing in the tip-off tournament were Piedmont, Mars Hill, and Hanover of Indiana. A-B College's victory was a good beginning for an excellent year. At homecoming, Denise Diamond's younger sister Jill was elected homecoming queen, and the students continued a tradition that had been started some years before, called Coed Capers. On homecoming Saturday, the area where the soccer field is now located was the site of fun and games. It was exceedingly informal, and the egg tosses, greased climbs, three-legged races, tugs-of-war, and other activities were great fun. The hilarity also focused attention on the basketball program, which was really getting on track.

In February 1969 Dr. James Stewart, after months of writing back and forth to Oxford University, announced that we would have a summer program for forty students, who would live and study at Regents Park College. The program would begin on June 23 and end on August 1. It included courses in British literature, contemporary philosophy, and comparative government, for which students could earn six semester hours of credit. Weekends were open, so students could travel in Scotland and Ireland. The cost of the entire program, including airfare, room, board, and tuition, was $650. The Oxford Program has continued over the years, but unfortunately the price has gone up with the inflation experienced in both Great Britain and the United States. The program proved to be popular and worthwhile. In order to fill it out, Dr. Stewart invited stu-

dents from other colleges from time to time, but it was nevertheless an A-B program and remains an excellent opportunity for students to experience life at one of the world's great universities and to do some traveling in England and Europe.

In the early part of 1969, A-B College invited the Czechoslovakian National Team for an exhibition basketball match. Student Terry Merrimon sat on the bench trying to explain in German the various calls the referees made and what was happening on court. It was interesting, since Terry did not know much about basketball and some of the Czechs did not speak German. It was a most amusing evening, and no one cared much that the Czechoslovakians won by eight points.

In the spring of 1969 the campus had its own chapter of Omicron Delta Epsilon, the honor society in the field of economics. It was the kind of organization we wanted to see more of. As the years went by, other academic honor societies, such as history's Phi Alpha Theta and psychology's Psy Chi, were added. They were part of the program that needed to be developed so majors could talk at length about their fields with other students and guest lecturers and feel that they were part of a national organization.

The spring of 1969 was the first time that A-B College got into the play-offs for District 26 of the National Association for Intercollegiate Athletes (NAIA). The finals were played at Wofford College, a neutral court, and our opponent was Newberry College. A-B won handily, with Mickey Gibson having an astounding shooting night and Red McIlheny doing his usual extraordinary job as a defensive guard. It was the biggest win the college had ever had, and it sent the Bulldogs to Kansas City for the national tournament. The luck of the draw pitted us against Grambling for the first game. We knew Grambling was the number one national power in black college football, but we did not know what the basketball team was like. It was an exciting afternoon, and radios were set up all over campus for those who could not make the trip to Kansas City. A-B won with some sparkling play. The next match was against Monmouth State College of New Jersey, a much more experienced and larger team. The Bulldogs lost. Nevertheless, the first trip to a national tournament and the victory over Grambling brought a great deal of attention to the basketball team and helped recruitment efforts for the following year.

During the sixties, the regular and ongoing work of the faculty was accomplished with frequent faculty meetings. An elected executive com-

mittee examined any matter that affected the faculty. There were many committees, and because the institution was young, it was necessary for every faculty member to belong to several. All the work was important, and it had to be distributed among a relatively small number of people. The full faculty would often meet on a monthly basis to hear the committee reports and take action. As the end of the decade approached and the faculty became larger, meetings became more protracted because every issue was debated at length, sometimes with great intensity. The sentiment that began to develop in 1967 and 1968 was that perhaps it was time for the faculty to organize itself differently. The obvious solution was to elect a senate that would be much smaller and would consider various important matters pertaining to curriculum, faculty welfare, and the development of the institution. Dr. James Wills of the physics department was probably the leading proponent of the idea of a Faculty Senate. Some members of the faculty did not like the idea because they favored continuing the full and open discussions that had become characteristic of the college. The debate continued until finally, in the spring of 1969, the faculty formally voted to establish a senate composed of fifteen people representing the three basic divisions: five each from humanities, social sciences, and mathematics and science. The senate's constitution gave it responsibility for reviewing new academic programs and new courses, looking after all aspects of faculty welfare, and considering ideas for the development of the institution. Standing committees would be responsible for the work. When the first senate met, the members elected Dr. James Stewart chairman.

The 1969 commencement took place on June 8, and the speaker was Dr. G. Hinton Davies, a world-renowned Old Testament scholar and principal of Regents Park College of Oxford. He was on tour in the United States, and his presence as commencement speaker was arranged by Dr. Stewart. While he was here, we talked over some of the specifics about the summer program at his college, which would start within a few weeks. Seventy-seven students graduated in the class of 1969. It was the last class to graduate from Asheville-Biltmore College.

By this time, much of the attention on the campus had shifted to Raleigh. The General Assembly was in session, and our drive to become a campus of the Consolidated University of North Carolina was on the agenda.

C H A P T E R 7

Merging with the University

When the Carlyle Commission was holding its hearings in 1962, both Manly Wright, vice-chairman of the board of trustees, and President Bushey appeared before the commission and pleaded the case for Asheville-Biltmore College to become a senior institution. During both presentations, they suggested that whenever the time came for officials of the Consolidated University of North Carolina to consider a campus in the western part of the state, they look at A-B and at Asheville, the region's principal city. In the fall of 1962, Thomas Pearsall and a committee from the Board of Trustees of the Consolidated University visited Asheville to explore the possibilities that existed in western North Carolina.

At that time, one of the alternatives briefly considered was for A-B to continue as a junior college, with students going on to complete junior- and senior-level work at the University of North Carolina through some type of administrative arrangement. Fortunately that idea did not take hold, and A-B, Wilmington, and Charlotte colleges were converted into freestanding four-year institutions under the terms of the Omnibus Higher Education Act of 1963. It was such a momentous step at the time that little thought was given to any further relationship with the Consolidated University. The all-consuming task was to construct buildings, develop a program, recruit faculty and students, and do the work required to build a baccalaureate-level institution.

It seemed unrealistic then that an institution with an enrollment of about seven hundred should be talking seriously about joining the Con-

solidated University system. The A-B board of trustees had often discussed the idea of changing the name of Asheville-Biltmore College to something else because, for more than thirty years, the term "Asheville-Biltmore College" had described a small, poverty-ridden junior college with little to offer students except a dedicated faculty. The board members almost unanimously agreed that changing the image of the institution would be a good thing. It was impossible, however, to get two people to agree on what the name should be. The ongoing discussion indicated a deep-seated desire on the part of the trustees to take steps that would make the public aware that this was not the same institution that had struggled to exist for so many years.

The General Assembly of 1965 considered the matter of adding Charlotte College to the Consolidated University. One of the provisions of the Omnibus Higher Education Act of 1963 was that new campuses could be added.

In 1964 Dan K. Moore was elected governor, with substantial support from the civic and political leadership of Charlotte. There was an apparent understanding that when the next General Assembly convened, the governor and his allies would bring Charlotte in as the fourth campus of the University of North Carolina. There was considerable talk in the General Assembly about the plan, although opposition was fairly limited. There were some snide comments from other parts of the state about turning a junior college into a university. At the time, Charlotte College was not due to graduate its first senior class until May. The most powerful opposition to the measure came from Senator Tom White, who had been serving for several years as chairman of the Advisory Budget Commission. The senator, aware of the ambitions of institutions all over the state, felt that making Charlotte a campus of the Consolidated University system would open the floodgates. He feared that that would quickly become enormously expensive to the state, and he opposed the measure to the bitter end. In fact, even though he was already aware that the measure would pass, White concluded his final opposition address on the floor of the Senate by saying, "God help higher education in North Carolina!" The measure to add the University of North Carolina at Charlotte to the system passed easily on March 3, 1965. State statutes required the General Assembly to have the approval of the Board of Trustees of the Consolidated University and the Board of Higher Education before the legislators could consider such a measure. Approval had already been accomplished without difficulty.

In the summer of 1966, the board of trustees of Asheville-Biltmore College decided the time had come to make its position clear. A resolution was adopted at the July meeting stating that if there was to be a campus of the Consolidated University in the western part of the state, the logical location would be in the population center of Asheville. In accordance with law, the institution should be called the University of North Carolina at Asheville. That statement was adopted unanimously by the board of trustees, and copies were forwarded to President William Friday of the University of North Carolina, to Governor Moore, who was the ex officio chairman of the Board of Trustees of the Consolidated University, and to the Board of Higher Education, chaired by Watts Hill, Jr., of Durham and Chapel Hill. The matter rested there, because no one connected with A-B College felt there was any likelihood of anything coming of it for years.

Once the president and trustees of Greenville's East Carolina College were certain that Charlotte College was going to become part of the Consolidated University, they began to take steps to secure greater recognition and stem what they considered to be a threat to the expansion of their institution. In the summer of 1966, President Leo Jenkins appeared before the Rotary Club of Raleigh and spoke about the ambitions of East Carolina, the student population, and the kind of work they were doing. He closed his remarks by saying, "This is not a college. It is a university, and that is what it should be called." That was the opening shot in the effort to change the name of East Carolina College to East Carolina University, even though the school showed no inclination to join the Consolidated University system.

There was far more to changing the name of the institution than simply replacing "college" with "university." The Omnibus Higher Education Act of 1963 had also specified that the campuses of the University of North Carolina would be the only ones authorized to give the doctoral degree and would, in effect, constitute the capstone of public higher education in the state. The institutions that were part of the Consolidated University after the passage of the 1963 law were, of course, the University of North Carolina at Chapel Hill, North Carolina State University, and the University of North Carolina at Greensboro. All three institutions had been offering doctoral degree programs before 1963. What lay behind the bid to change the name of East Carolina was the desire to establish on that campus a new state-supported medical school. The idea had been seriously considered in the east for some time before President Jenkins's speech in Raleigh. In fact, during the 1965 legislative session,

before the formal inclusion of Charlotte College as the fourth campus of the Consolidated University system, pressure from eastern legislators had pushed through the General Assembly, with no prior study, permission in principle for the establishment of a two-year medical school at East Carolina College, but no funds were appropriated for such a venture at that time.

There was considerable support for East Carolina in the General Assembly. The college had grown over the years until it was larger than any of the other campuses in the state except UNC–Chapel Hill and North Carolina State. A medical school was also considered important for the people in the eastern part of the state because of the scarcity of physicians in many of the rural counties that were close to Greenville and East Carolina College. Governor Moore was very much opposed to the plan. Since there were already private medical schools at Duke and Wake Forest, where North Carolina students were subsidized, in addition to the state-supported medical school at UNC–Chapel Hill, he felt that establishing another school would drain the state's treasury and pull money away from other areas of need. Officials at UNC–Chapel Hill made no secret of their disapproval of a second state-supported medical school because they knew it was the most expensive single program of the Consolidated University. Moreover, Chapel Hill already had a large teaching hospital; East Carolina had none, nor was it equipped in any way to establish a medical faculty without tremendous outlays from the state. The people in the eastern part of the state, however, had become convinced that their future as a region was closely tied with East Carolina College, which is a healthy relationship for an institution to have with its constituents.

President Jenkins and the eastern legislators knew they would have to overcome opposition from the governor, the Board of Higher Education, and legislative study commissions, as well as the Carlyle Commission's recommendation that the designation "university" be restricted to the campuses of the Consolidated University. They enlisted the interests of Western Carolina and Appalachian College in establishing themselves as regional universities. With the added weight of the two institutions from the western part of the state, President Jenkins and the eastern legislators believed they would have a far greater chance of achieving university status, thereby making the request for a medical school at East Carolina more plausible. A bill was introduced in the 1967 session to establish the three schools as regional universities.

All three institutions had started as teachers colleges and had greatly expanded their programs over the years. Some of those who opposed the measure amended the bill to include two traditionally black institutions, North Carolina Agriculture and Technical College in Greensboro and North Carolina Central College in Durham. They believed it would weaken the bill, but just the opposite happened. The bill passed, establishing a system of regional universities: East Carolina, Appalachian, Western Carolina, A & T, and North Carolina Central. Although the change was a radical departure from higher education policies in North Carolina, the idea did not originate with Dr. Jenkins or the General Assembly. For several years, states across the country had been changing the status of their individual colleges to universities, and many had begun placing all their public institutions of higher education under single governing boards.

These decisions created an entirely new situation in North Carolina. The Consolidated University now had four campuses, all called universities, and there were now five new regional universities. It was clear that the passage of this legislation would have an impact on the statewide system of higher education, and on Asheville-Biltmore and Wilmington colleges in particular. It was equally obvious that there were suddenly two rival systems of universities in North Carolina and that the General Assembly would be the battleground. The various universities and their supporters would go to the legislature to plead for programs and funds for facilities and expansion. With two large and powerful political aggregations, the scene was set for a power struggle: the University of North Carolina versus the regionals.

At that time Asheville-Biltmore College had fewer than one thousand students and was trying to develop a unique program that required special funding. Given the events of 1967, we began to feel like a tiny boat tossed around unnoticed in a large and angry sea. During the controversy in the General Assembly, I was walking down the corridor of the Capitol Building when Governor Moore saw me. He grabbed me by the arm, pulled me into a janitor's closet, closed the door, turned on the light, and briefly explained the situation regarding the Regional University Bill. He asked me what our position would be, because at that time he considered it possible to include A-B College as a regional university. I told him our board of trustees had already made its position known the previous year. We wanted to be the campus of the Consolidated University in the west-

ern region of the state. He thanked me, and we left the broom closet. When the bill establishing the regional university system became law, it received the support of Buncombe County legislators. They had been asked to support the bill by President Paul Reid and others representing Western Carolina College, and they saw no reason why they should not. They knew that the amended bill, with its five campuses, would almost assuredly pass.

After the adjournment of the General Assembly of 1967, it was necessary for us at A-B College to examine our position thoroughly. The passage of the Regional University Act had drastically altered our situation. We needed to reevaluate our timing in terms of application for membership in the Consolidated University system. The regional universities, backed by the General Assembly, were virtually ignoring the Board of Higher Education, which strongly supported the mission of Asheville-Biltmore College. We needed to speed up our request for membership in the Consolidated University. While the board did not take any formal action, we informally decided to investigate the attitude at the General Administration of the University system. In the fall of 1967 I met with President Friday in Chapel Hill. We reviewed what was happening in Asheville and discussed the type of program we were developing. I talked with him about retaining our original mission as a high-quality liberal arts college. As a campus of the Consolidated University, we could do some of the innovative experimentation that all universities should be engaged in. We would also have direct access to the original campuses of the Consolidated University, where the great graduate schools were located. We would, in effect, become a feeder institution for the professional schools, such as law and medicine, and the graduate schools at Chapel Hill, Raleigh, and Greensboro.

At the same time that we were discussing this matter, identical talks were taking place at Wilmington College. That institution was isolated, new, and not much larger than Asheville-Biltmore, and its leaders perceived the problem in exactly the same way. We hoped that Consolidated University officials would see that it would be to their advantage to have campuses in the far east and the far west and that, as undergraduate institutions, we could develop special types of programs that would provide a continual flow of well-prepared students to the University's graduate and professional programs. Trustees from A-B and Wilmington colleges, Buncombe and New Hanover county legislators, William Wagoner,

Wilmington College's recently appointed president, and I maintained constant communication throughout the winter.

As the year came to a close, attention around the state began to shift to the gubernatorial election of 1968. The next governor would have a great deal to say about these plans. Although the proposal would require the approval of the Board of Trustees of the Consolidated University and the Board of Higher Education, we knew that, in the final analysis, it would probably stand or fall based upon the position of the new governor. It was apparent that Lieutenant Governor Robert Scott was going to win the election. There was little opposition to his nomination within the Democratic party, and the Republican Party had not at that time elected a governor of North Carolina once in the twentieth century. Scott asked John M. Reynolds, who was active in Buncombe County politics and a member of the Board of Higher Education, to be his local campaign manager. Reynolds agreed, with the proviso that Scott would help Asheville-Biltmore become a campus of the Consolidated University, to be known as the University of North Carolina at Asheville. Scott agreed, on the condition that the change have prior approval from the Board of Trustees of the Consolidated University and the Board of Higher Education, as required by law. After Scott's decisive victory in November 1968, we began to concentrate on the General Assembly scheduled to convene in January 1969.

In the meantime, the Board of Trustees of the Consolidated University had sent a committee to Wilmington and Asheville to talk with people at both campuses and members of both boards of trustees to determine whether these colleges should become undergraduate institutions of the Consolidated University. From a political standpoint, it was apparent that the University would be greatly strengthened by having campuses in the far east and the far west. Aaron Prevost of Waynesville, a member of the Board of Trustees of the Consolidated University, was appointed by Governor Moore, the chairman of the board, to chair the visiting committee. Upon receipt of the Prevost Committee's recommendation that a feasibility study be conducted, President Friday asked Dr. Arnold K. King, vice-president for institutional studies of UNC, to serve as the principal staff officer assisting the committee with the study. Its purpose was to determine how well the existing programs would fit into the overall plan of the University of North Carolina. President Friday received the committee's report in October 1968. He, in turn, distributed it to all members

of the Consolidated University Board of Trustees. In the report, Dr. King and the committee emphasized that Asheville-Biltmore should continue the type of undergraduate liberal arts program that it was developing. The report supported our commitment to innovation and experimentation and cited the high quality of the students, as evidenced by the Scholastic Aptitude Test, national teacher examinations, the Graduate Record Examination, and other indexes available.

The committee report also pointed out that although Asheville-Biltmore was still a young institution, it had an extraordinarily high percentage of faculty with doctorates from good institutions. It detailed the positive impact of making Asheville-Biltmore and Wilmington colleges the fifth and sixth campuses of the Consolidated University system and added that both could become important as contributing campuses of the Consolidated University. At the heart of these discussions was the realization that the Regional University Act of 1967 had changed the situation in North Carolina. Not only did Asheville-Biltmore and Wilmington have to look to their own futures, but the Consolidated University had to examine its posture and become more of a statewide institution.

The special committee of the Consolidated University trustees first visited the campus in April 1968. The report, compiled by Dr. King, was completed in October because it took all summer to examine both Asheville-Biltmore and Wilmington in depth. The next step was to present the findings to the Board of Trustees of the Consolidated University. The next meeting of the board was scheduled for December 7, 1968, at the faculty club at North Carolina State University in Raleigh. The meeting would be one of the critical events in our drive to merge with the University. Consolidated University executive committee members had already discussed the report. Stories began to leak out that opposition to the measure existed among the trustees, including objections to the University's spreading out over too much of the state, taking on new and perhaps more expensive obligations, and building graduate programs that would compete with the graduate schools of the original members of the Consolidated University. There were also UNC board members with ties to the regional universities who were either indifferent or opposed to the University's expansion. President Friday assured the board that graduate programs were not being contemplated at that time in either Asheville or Wilmington and added that the institutions would exist as described in the Prevost Committee's report. He also pointed out that the undergraduate institutions would become not only freestanding campuses but feeder

institutions, sending well-prepared students to the graduate and professional schools at the senior campuses.

When the meeting began on the morning of December 7, the room was packed with people, and everyone present felt the importance of the measure. Once the discussion began, a number of people spoke against the measure. Probably the most vocal opponent was George Watts Hill, a member of the executive committee and one of the most influential members of the Board of Trustees. It was at this time that Virginia Lathrop of Asheville helped turn the tide. She spoke in clear and persuasive terms, pointing out that the objections were simply speculations about the future and that none could come to pass unless approved by the Board of Trustees, which had final authority over all matters pertaining to the University of North Carolina. Similar speeches followed hers.

It should be noted that Virginia Lathrop, a longtime member of the Board of Trustees and the executive committee alike, had been an active supporter of the merger plans. Her twenty-five years of service were proof of her commitment to the University of North Carolina. Although she did not have a political or financial power base, she was greatly respected for her intelligence, and her ideas received as much acceptance as those of any other member of that board. She was enormously helpful in guiding A-B College along the intricate pathways of higher education politics in the state because she wholeheartedly believed that the institution could, in due time, become a reputable member of a great Consolidated University system. Her contributions during the two years preceding the merger were of enormous and lasting value, and she was a key adviser during the period of transition from college to university status. In short, she was one of the most perceptive and farsighted members of the executive committee, and her assistance was invaluable.

After the board had discussed the matter thoroughly and everyone who wished to be heard had spoken, the vote was taken. It was overwhelmingly in favor of adopting the report of the special committee and adding to the Consolidated University the campuses in Wilmington and Asheville. We left the building elated that we had won the first round and relieved that we would now have behind us the full force of the University of North Carolina.

About ten days after the critical meeting of the Board of Trustees in Raleigh, Manly Wright, the board chairman, and I met with several legislators from western North Carolina. The 1968 election had resulted in a number of changes. Gordon Greenwood had left the legislature and had

been elected chairman of the Buncombe County Board of Commissioners. Members of the General Assembly representing our districts at that time were Senators Bruce Briggs and Theodore Dent. The House representatives were Hugh Beam of Marion, and Herschel Harkins, John S. Stevens, and Claude DeBruhl of Buncombe County. We also received support from others in the area. The only person who seemed hesitant about the merger was Representative Charles Taylor. His district included Jackson County, where Western Carolina University is located, so we understood the reasons for his position.

Claude DeBruhl took the lead in supporting the idea of the merger. Although in 1968 he had just been elected to the General Assembly for the first time, he made his position quite clear. He had graduated from Biltmore College in 1933 and had maintained his connection with his alma mater through the alumni association and in many other ways. At one of the meetings he said, "Every man who buttonholes me in Raleigh must first talk about the University of North Carolina at Asheville." Representatives Harkins, Stevens, and Beam also voiced their equally strong support at every opportunity.

In a special meeting the chamber of commerce called for the measure to be passed by the General Assembly. Gordon Greenwood advised, "The time to move is now." Greenwood, with ten years of legislative experience, knew the General Assembly well, and he identified potential pockets of opposition once the measure went into committees and onto the floor. The A-B faculty learned of the response of the Consolidated University Board of Trustees immediately, and both they and the local trustees were elated. In fact, board members felt that the close ties with UNC–Chapel Hill and North Carolina State would help the merger along. Everything, however, depended on the General Assembly's approval. People spent an anxious Christmas vacation that year wondering what would happen when the legislators convened.

Before the General Assembly was called into session, we received a call from Governor Robert Scott's office setting up an appointment for the afternoon of January 10, 1969. Manly Wright, chairman of the A-B board of trustees, John Reynolds, vice-chairman of the board, Gordon Greenwood, and I met with the governor and representatives from Wilmington College. The group included President William Wagoner, Addison Hewlett, former Speaker of the House of Representatives and the chairman of Wilmington's board of trustees, and Fred Graham. Dr. Cameron West, the executive director of the Board of Higher Education, was also present.

We met in Governor Scott's office, and representatives of each campus reviewed what steps had been taken and why we wanted this proposed measure to pass. Governor Scott asked several penetrating questions about why this would make a difference in the development of these two new and small institutions and why we could not make it just as well as separate schools. We all responded by reminding him of the stature of the University of North Carolina and of the fact that having university status, as well as close association with the system's senior campuses, would make it possible for us to serve our constituencies much better. After close to an hour, Governor Scott told us he was satisfied and would support the proposal and make it a part of his program. We thanked him most sincerely and left, relieved that another hurdle had been passed.

The governor told Dr. West to go back to the Board of Higher Education and tell the members that he wanted to see both institutions included in the University system. A special committee from the Board of Higher Education was established to visit the campuses in Wilmington and Asheville. Some opposition was expected, since the board included members who represented the regional campuses. No one was more adamant in his statement of opposition than William Rankin, who represented Appalachian State University and was a member of the special committee considering the merger. He was outvoted by Jay Huskins and Doris Horton. The committee, although divided, reported to the full Board of Higher Education, which voted to approve the measure as recommended by the Board of Trustees of the Consolidated University. That was the last step before the legislation would be presented to the General Assembly.

Several enormously important events occurred while the Board of Higher Education was considering the matter. On January 22, 1969, Governor Scott made his State of the State address to the joint meeting of the Senate and the House of Representatives, as required by the state constitution. Great attention was paid to what he, as the incoming governor, said because it was indicative of the way he would establish his priorities for his years in office. In the course of his address, the governor said clearly and specifically that requests had come from both Asheville-Biltmore and Wilmington colleges to become campuses of the Consolidated University and that the requests had been approved by the trustees of each institution, as well as the Board of Trustees of the Consolidated University. He stated without equivocation that he supported the measure and hoped the General Assembly would pass it.

That State of the State address was delivered at noon. Later that after-

noon, we were stunned to receive a communication from President Alex Pow of Western Carolina University. Speaking for his board of trustees, he vigorously opposed the addition of Asheville-Biltmore to the Consolidated University. The statement from President Pow, fifteen pages of boldfaced type, was distributed throughout the state with instructions that release time to the media be six o'clock that evening. Copies were sent to our trustees, members of the General Assembly, Governor Scott, the Board of Higher Education, President Friday, members of the Board of Trustees of the Consolidated University, and the news media. The arguments put forth by President Pow were simple and straightforward. He and his trustees opposed vigorously the addition of a campus of the University of North Carolina in the Asheville area, asserting that Western Carolina University was already serving, or could easily meet, the needs of the area. Furthermore, he proposed that Asheville-Biltmore College and Western Carolina University be merged into a two-campus university to be called the University of Western North Carolina, rather than have A-B become a campus of the Consolidated University. President Pow's release was also critical of the report submitted by Dr. King and the Prevost Committee; he said it gave inadequate attention to Western Carolina. It also stated that King and the committee members had not talked with anyone at Western Carolina about the report. We considered this ironic because no one from Western Carolina had ever approached us about merging the two institutions.

Local reaction was extremely supportive of Governor Scott and A-B College. On the morning of January 23, the feature story on the front page of the *Asheville Citizen* began with the headline "Scott Supports A-B–UNC Merger." The editorial that same day reflected an understanding of the Western Carolina proposal but did not support WCU's position. According to the editorial, there were so many differences between the two institutions that it would be impossible to merge them. Pow's release, coming just a few hours after the governor's statement, aroused and united the people of Asheville, who saw it as an attack on something that could be very important for the city. Claude Ramsey, a member of the A-B board of trustees, said, "The WCU action could set back public higher education significantly, perhaps permanently, in this part of the state." The chairman of the board, Manly Wright, called it shortsighted. John Reynolds, vice-chairman of the board, cited the years of building, stressed the quality that was developing at A-B College, and pointed out

that Alex Pow had been in Cullowhee only one year and did not understand all the needs of western North Carolina. The Asheville City Council passed a resolution in favor of the merger. Representative John S. Stevens's reaction to the WCU proposal was thoroughly negative. Representative Herschel Harkins reminded Western Carolina officials that he had supported them during the 1967 legislative session in their bid to become a regional university and said he did not appreciate their opposition to something that would benefit his own city. The support for A-B rolled in from many different directions and made it overwhelmingly clear that backing for President Pow's proposal did not exist in Asheville and the surrounding area.

Meanwhile, the Board of Higher Education was still examining the proposal. Even with considerable opposition from some of the members, the proposal passed at the March meeting. As soon as the legislators received notice of the board's approval, the bill to make Wilmington College and Asheville-Biltmore College the fifth and sixth campuses of the Consolidated University was presented to the General Assembly. Claude DeBruhl was the principal signatory of the bill in the House of Representatives, and Senator John Burney of Wilmington was the principal signatory for the Senate bill. Each house had a substantial number of cosigners to indicate the widespread support for the measure. In April 1969, there was a public hearing on the top floor of the General Assembly Building. The proposed merger was the only topic of discussion, and people were on hand to support all points of view. Both colleges had vocal advocates. President Friday spoke from the standpoint of the Consolidated University, and there was a spokesman for the Board of Higher Education. President Pow and several members of his board of trustees were there. They were the only representatives who spoke against the measure, and their opposition was vigorous. Although Appalachian State University had not approved the proposal, it did not support Western Carolina's position either.

At the end of the hearing, an unfortunate incident occurred that demonstrated the level of intensity this issue had generated. At the entrance to the hearing room, President Pow confronted Dr. Arnold King. He objected vehemently to the report prepared by King and the Prevost Committee, asserting that it had not taken into adequate consideration the needs and potential of Western Carolina University and calling it a dishonest report. Dr. King may have been taken aback, but he was not

speechless. Unfortunately nobody taped his reply, but it is well known that for the remainder of his short tenure at WCU, Alex Pow never again attempted to take Dr. Arnold King to task.

There were no more public hearings. The matter was then considered in the House and Senate committees on Higher Education. On April 15, 1969, the bill was approved by the House Committee on Higher Education. It then went to the floor of the House on April 17, where it passed by a vote of 81–21. The measure went on to the Senate, where it passed on April 23 with only two votes cast against it. One of the negative votes (and this would become important later), was cast by Senator Lindsey Warren.

The next day the *Asheville Citizen* featured a long story with the banner headline "A-B Is Awarded University Rank." The subheadline read, "A-B Becomes Western Link of University." The editorial in the newspaper called it "a time for jubilation." We were overjoyed that the long campaign had finally come to a satisfactory conclusion. Even after Western Carolina's much-publicized opposition, the bill had been overwhelmingly passed in both the House of Representatives and the Senate. It took some weeks for everything to settle down and for people to realize that it was now necessary for Asheville-Biltmore College to learn how to become a reputable campus of the University of North Carolina. One of Chapel Hill's leading professors, Dr. Arnold Nash, had already been on our campus for an extended visit to talk to the faculty about various matters pertaining to admissions, expansions, programs, and the quality and level of instruction that would be necessary for our graduates to have an acceptable entry into the graduate and professional schools at Chapel Hill.

The Board of Trustees of the Consolidated University next met on May 25 in Charlotte. William Wagoner, who had been in his office for approximately one year, was elected chancellor of the Wilmington campus. I was elected chancellor of the Asheville campus. The board of trustees of Asheville-Biltmore College met for the last time on June 16, 1969. One of its last official acts was the formal transfer of all property to the University of North Carolina. There were mixed emotions at that meeting. It was a solemn occasion because the group realized they would never meet again as a board and over the years, a great deal of respect and affection had developed among them. At the same time, we were happy to have accomplished what we had set out to do, and everyone realized that the merger would greatly benefit the students of the future.

The final act in the drama of the changeover from Asheville-Biltmore College to the University of North Carolina at Asheville occurred on the afternoon of July 1, 1969, the date set by the General Assembly for the merger. The official ceremony took place in Lipinsky Auditorium at 3:00 in the afternoon. It was a beautiful day, and a substantial number of people from the community, as well as all the news media, were present. The speakers were Governor Scott, President Friday, and Manly Wright. Don Meyers, president of A-B's student government at that time, spoke on behalf of all the students. I recognized the people who had worked so hard and so long for our dream. The ceremony ended. President Friday and Governor Scott departed. We were the University of North Carolina at Asheville.

C H A P T E R 8

A New System

When the students returned to school in August 1969, the *Ridgerunner* greeted them with the big, boldfaced headline "Welcome to UNC-A." It accurately described the atmosphere on the campus. The changeover from A-B College to the University of North Carolina at Asheville was expected to be a startling one that would produce many diverse and valuable programs in the immediate future. It had taken a great deal to achieve that status, since the school still had less than one thousand students.

The Prevost Committee's report on the campus and the report written by Dr. Arnold King that came in the fall of 1968 outlined a small, high-quality program responsive to the state's need for liberal arts graduates. The type of school A-B College had been trying to become did not as yet exist, but, as UNCA, we were on the way. With the support and guidance of the University of North Carolina and the General Administration, we could accomplish the goals we had set for ourselves earlier in the decade. We also had support from Asheville and the surrounding area.

Actually, little had changed between July 1 and the first day of the fall semester, other than the name of the school and our attitude about the future. There had been no time to make substantial changes in terms of the faculty or the schedule of courses established the previous spring. People remained in the same offices, doing the same things. However, we believed that we would soon be working on many new programs and that the change to UNCA would be substantial and highly visible.

In the fall of 1969, the recently formed Faculty Senate began its work

on internal change. There were fifteen members, with the chancellor, the dean of the faculty, and the dean of students serving as ex officio members. Dr. James Stewart was elected the first chairman. It was a good choice because he had the respect of people all over the campus. He was excellent at resolving differences of opinion and preventing them from reaching the level of disputes. The Faculty Senate had to develop its own agenda and procedures. The members realized that everything they did established a precedent for the future. Among the senate's first standing committees was the academic policies committee, which addressed a naturally central concern of the faculty. The committee examined new courses, changes in the majors, new programs, and other matters. There was also a student services and affairs committee, which concentrated on such offices as admissions, the registrar, and the guidance and counseling center. Members of that committee were also responsible for maintaining communications with student government. The third committee to be established focused on faculty welfare and was primarily concerned with such matters as salaries, fringe benefits, reappointments, promotions, appointments to tenure, and other issues that pertained to faculty status at the institution.

The Faculty Senate took its work seriously and rapidly established itself as a respected force on the campus. The procedure was that the senate as a whole would examine the issues studied by specific committees and vote on them. The senators then made recommendations to the general faculty, which normally met once a month to discuss and vote on the issues. During this period, there were frequent and long discussions regarding the senate's recommendations. As the years went by and the faculty grew larger, it became progressively more difficult to conduct business in a reasonable amount of time; many issues came up, and many members of the faculty wanted to speak, often at length. The Faculty Senate, however, did an excellent job of studying the issues and making careful and thoughtful recommendations to the general faculty for consideration. As we moved into the fall of 1969, we began to perceive the first indications of a struggle that would have a profound and powerful impact on the entire state and would directly affect the plans and proposed programs at UNCA. The problem was a struggle for authority between the Board of Higher Education and the Consolidated University of North Carolina. The Board of Higher Education had little real authority at the time, and none whatsoever regarding budgetary matters. When the board was es-

tablished in 1955, its small staff had been given the responsibility of planning and coordinating education in North Carolina. It dealt with private institutions as well as publicly supported ones. On the other hand, the Consolidated University of North Carolina was an old and experienced institution, accustomed to managing its own affairs and making its own budgetary plans. Officials from each campus took funding requests for new buildings, new programs, expansion, enrollment growth, and program improvement directly to the Advisory Budget Commission and to the General Assembly's House and Senate Committees on Higher Education. Without access to this information, the Board of Higher Education was virtually impotent when it came to coordinating higher education in North Carolina. Since decisions were being made between the institutions and the General Assembly, all the board could do was simply write plans and make recommendations.

Board members wanted detailed descriptions of programs and itemized lists of funds being requested by the University of North Carolina, including where the money would go and for what purpose. The University of North Carolina, now six campuses, and the General Administration wanted to continue the practice of having a lump sum assigned to the University's administrative branch. These funds would then be allocated to the campuses in accordance with the General Administration's recommendations and the decision of the executive committee of the Board of Trustees. With some trepidation, the Consolidated University agreed to comply with the request of the Board of Higher Education, because officials were well aware that systemwide expansion and proliferation of the regional universities would require the University's cooperation. It was also clear that the General Assembly was seriously considering strengthening the board's power, if not its staff.

The 1969 General Assembly made some significant changes that further complicated matters. The inclusion of Wilmington and Asheville as campuses of the University of North Carolina were not the only legislative actions that had an impact on higher education. As a result of pressure from the other institutions, the legislators had decided to classify the colleges in Elizabeth City, Fayetteville, Pembroke, and Winston-Salem as universities. The only state-owned, degree-granting institution that was neither a campus of the University of North Carolina nor a regional university was the North Carolina School of the Arts, located in Winston-Salem, which had highly specialized programs. Another legislative action

during 1969 that had a tremendous impact on the future was making the governor the ex officio chairman of the Board of Higher Education. Governors had served in a similar capacity for the Board of Trustees of the Consolidated University since it had been formed in 1931. However, presiding over both boards exposed the governor to points of view and aspirations of the regional universities that were, in many respects, contrary to those held by the University of North Carolina.

By the fall of 1969, the news media and knowledgeable people across the state were beginning to speculate about the future of North Carolina's system of higher education. The Carlyle Commission's carefully constructed pyramid was in imminent danger of destruction. The commission had established a three-layer system, with the University of North Carolina and its three campuses as the capstone. The major research universities and doctoral-granting institutions housed the professional schools such as law, medicine, and engineering. But now three more campuses had been added to the Consolidated University, with the two at Asheville and Wilmington specifically intended to be undergraduate institutions without graduate and research responsibilities. The assumption was that the Charlotte campus would include graduate and research activities because of the large population there. The big question, of course, concerned the role of the regional universities in this system that had evolved since 1967. What type of graduate and professional schools, if any, would they have? Would they be limited to master's degree programs? What graduate degree programs would they be allowed to offer and who would make such decisions? These issues and the lines of conflict were apparent by the fall of 1969. Questions would have to be answered, and the only place they could be resolved was the General Assembly.

The UNCA campus had a vital function to perform during the next eighteen months. According to the procedures of the Southern Association of Colleges and Schools, when an institution is accredited for the first time, as had occurred at A-B College in 1966, it is necessary to be prepared for another inspection in five years. The association sent Dr. John Barker to the campus several times in an advisory capacity. Getting ready for the reexamination involved another self-study. The Faculty Senate provided general leadership in preparing for the five-year visitation and organized a steering committee to prepare the self-study. After that second inspection, the Southern Association would visit the campus and require a self-study only once every ten years.

One of the issues confronting the campus in the fall of 1969 was a statewide proposal for a moratorium of classes on all campuses on October 15 so students could hold rallies protesting the continuation of the Vietnam War. The proposal aroused considerable anxiety on all campuses of the Consolidated University, since there was no provision for closing public-supported institutions in order for people to vent their concerns and frustrations. All six chancellors of the Consolidated University signed a document assuring that their institutions would be open, classes would meet, and any attempt to prevent a student from attending class would be a serious violation of University policy. The University, which had long advocated freedom of expression, also had the responsibility of maintaining the continuity of its mission. While the University did not intend to interfere with students and faculty and their rights of freedom of speech, it could not condone the kind of rallies that had been proposed.

This matter was becoming increasingly disturbing on many campuses. It was not paramount at UNCA, although there was considerable opposition to the Vietnam War. The executive committee of the Board of Trustees of the Consolidated University outlined procedures of response in the case of any disruption, which were adopted on September 12, 1969, and widely disseminated. The UNCA Faculty Senate wrote a resolution announcing to all students and faculty members that the disruption policy of the University of North Carolina had legal bearing, meaning that classes would not be canceled and the work of the institution would proceed normally. This statement was a worthy contribution by the Faculty Senate. The problem of rising opposition to the war was difficult to resolve on any college campus, and the University system kept searching for a satisfactory method of handling dissent.

Meanwhile, the senate was carefully constructing an improved procedure for faculty evaluations, an important undertaking because it pertained to such central issues as contract renewals, promotions, salary increases, and tenure appointments. In the past, the chairman of each department and the dean of the faculty had made recommendations to the president, who, in turn, made the final decision. The faculty wanted a well-structured system of evaluation, one that everyone could understand. To begin with, they wanted additional members of each department to participate in all personnel decisions. They insisted that each faculty member should know the basis and substance of his or her evaluation. This was a complicated matter. In many instances, evaluations were the result of

subjective judgment based on personal interactions. The beginning of the development of an evaluation system was a necessary step, but it would be a long time before the campus would have a fully developed method that was consistent with the *Code of The University of North Carolina* and written so everyone could understand it.

In September, with the new campuses having been added to the Consolidated University, President Friday established the University Advisory Council. It was composed of the six chancellors and nine elected faculty members from each of the six campuses. The Advisory Council was to meet regularly and to advise President Friday on faculty attitudes, concerns, interests, and problems. The Faculty Senate selected UNCA's representatives. There were several meetings, and it was enlightening to visit the five other campuses of the University system and have opportunities to talk with the faculty members there.

Although there had been some discussion earlier, the necessity of accelerating transfers became immediate once we became a campus of the University. One of the problems was the grading system established in 1963–64. We had originally started with three grades: pass, fail, and honors. The letter G had been added for "good," meaning a grade that was not quite up to the quality of honors but above the average level of the class. The issue would engage the faculty for several years before it was finally resolved. Another and more immediate concern was the calendar. When the institution established its new program, there were four ten-week terms. Now that it was a campus of the University of North Carolina and there were transfer problems, calendar adjustments were mandatory. The Consolidated University board had ruled that the calendar of all campuses would be composed of two seventeen-week semesters and two five-and-a-half-week summer terms. However, it would take us a couple of years to convert to the semester system called for by the policy. At the same time, we did maintain the term system within the seventeen-week semester, and the program continued pretty much the same, although there was a little less time. One of the important elements in the gradual shift to a straight nine-month calendar was that no efforts were made to reduce the faculty salary scale. There had been some adjustments in the sixties so that the faculty received ten months of pay for ten months of work. When the calendar was changed, the faculty received the same salaries, plus annual percentage increases. When we adopted the nine-month contract, it meant that UNCA faculty would be receiving higher salaries

than faculty at other undergraduate campuses in the North Carolina state system or institutions in other state systems in the Southeast. A fortunate result was that it became much easier to recruit excellent faculty.

One of the biggest controversies on campus during the fall of 1969 was an issue at other universities and colleges across the country as well: students were beginning to demand representation on all faculty committees. Their argument was that such committees made decisions that affected them and they wanted to have a voice in those decisions. However, they refused to consider having faculty members serve on student government committees, even though many of the actions of the student government affected the welfare and the good name of the institution as a whole. The debate between the Student Senate and the Faculty Senate continued for several months. A student was eventually selected to serve on the self-study steering committee for the Southern Association, and the Faculty Senate later made several recommendations about the representation of students on a number of other committees.

By November, the Board of Higher Education was raising some fundamental issues that placed it in direct and open conflict with the regional institutions and the Consolidated University. The board, though it had neither the experience nor the staff to handle such matters, wanted to decide what programs would be offered at each one of the state institutions, what money would be available for each, and how that money would be allocated and supervised. The larger regional universities resented the potential restriction of their burgeoning plans, and the Consolidated University felt it would be disastrous to comply. After forty years, the General Administration was far more experienced, better staffed, and better equipped to make such decisions for the Consolidated University than the Board of Higher Education was.

While these significant statewide issues were brewing, rising inflation was causing UNCA considerable difficulty. The 1967 General Assembly had appropriated $750,000 to cover half the cost of new dormitory construction to house 300 additional students. The plan was to build two additions to the Governors Dormitory Village and one large facility for 220 students. That was where the trouble began. The architect, J. Bertram King, designed the single building according to our needs and specifications. We scheduled bid openings four different times but could not proceed with construction. Twice the bids came in substantially higher than the amount of money projected, and twice we did not have the three bids required by state law.

At the time, the construction industry was going through a period of such rapid inflation that we could not redesign the plans or cut essentials as fast as prices were spiraling. Despite the architect's best efforts, our funds failed to cover the cost of the single dormitory alone. Therefore it proved necessary to cancel plans for the larger building and build only the two small additions, housing forty-eight students each. Since the original dormitories had been approved without any state appropriation, they had to be paid for totally out of student receipts, and we were hoping we would be able to use the rest of the appropriated money to liquidate a good portion of the bond indebtedness. Unfortunately, the Office of the Attorney General ruled that the money could be used only for the purpose for which it had been appropriated. To do otherwise would set a bad precedent for the other institutions. We had money left over after the construction of the two additions to the Governors Dormitory Village, and we received approval to use some for six new tennis courts, a track, and a soccer field, all of which were badly needed. Even after these expenditures, it was necessary to revert approximately $350,000 to the state treasurer. We deeply regretted having to return money that would have gone such a great distance in financing the original dormitories.

By the end of the fall semester, the Faculty Senate had approved several course changes and the realignment of requirements for majors as requested by the various departments, but there was still no progress in changing the grading system or in developing an adequate and accepted faculty-evaluation system.

In January 1970 we placed names on additional buildings. Originally, decisions about naming buildings had been made by the local board. Now they had to go before the Board of Trustees of the Consolidated University. The name of Robert F. Phillips, a longtime board member and chairman from 1950 to 1963, was placed on the administration building. We wanted to add the names of Governor Hodges and Governor Hoey to the Governors Dormitory Village. Governor Hodges declined, but the Hoey family approved, and his name became part of the dormitory village.

That same month, the campus began to look at some of the recommendations coming from the UNCA's general education review committee. It was a time when students across the country were vigorously protesting degree requirements and insisting that they be allowed to make individual decisions themselves. Unfortunately, UNCA, like other schools, succumbed to student pressure. It was simply part of the atmosphere at the time. The faculty approved dropping the fifth humanities course,

which took away some of the centrality of the program that had developed during the sixties. It was their judgment that more careful structuring would allow us to keep the humanities a strong and visible program. Additionally, the mathematics requirement was dropped, as well as a natural science laboratory requirement. Only the biology department offered such a course. All social science requirements were dropped.

The committee received approval for its recommendation that a minimum of thirty hours at the 300 and 400 levels be obtained before a student would be eligible for graduation. In order to remain true to the liberal arts nature of the bachelor of arts degree, the committee also recommended that the major program could have no more than thirty-six semester hours, with a requirement of twenty-four cognate hours in other disciplines. As part of the response to student complaints, it had already been decided to allow each department to make its own decision regarding a foreign language requirement. If a student was in a department that had no such requirement, alternative courses could be taken. The changes eliminated a great many of the general education requirements that had been carefully placed in the curriculum in 1964. It was quite possible that now too little was being required of all students. It was a matter that would weigh heavily on the minds of many of the faculty members and administrators, and it raised serious questions regarding the vitality of a baccalaureate degree without requirements in some of the basic academic fields.

The department of education arranged with the University of North Carolina at Greensboro to offer two courses at UNCA for local students who wanted upper-level credit and area teachers interested in accumulating graduate credit at UNC-Greensboro. Both courses were in the field of reading and reading disorders. There was a great deal of public concern about the inability of public school students to read at acceptable levels, and these courses were aimed at working with the public school teachers as well as our own students. It was an excellent example of two institutions working together to respond to a clearly established public need.

On February 10, 1970, I received a letter from President Friday that restated some of the comments concerning the merger that had been made by the Prevost Committee of the Consolidated University Board of Trustees. The report said, "The experience and resources of the University could be devoted to developing superior programs in the liberal arts and sciences on the new campuses." This, of course, referred to both Asheville

and Wilmington. President Friday stated in his letter, "When the legislature authorized the merger, this recommendation, in effect, became the commitment of the Board of Trustees." This was exactly what we wanted to do. We realized that the institution was still resting on a very narrow base. We wanted to broaden that base and expand into new areas of study to make the institution much more attractive to students who would come and who would stay once they were here. Unfortunately, the great struggles developing in the spring of 1970 would come to a head the following year and prevent UNCA from expanding its curriculum at a time when it would have been very easy to do so. The conditions were right to assume new responsibilities, but, tragically, that could not happen because the Consolidated University had to focus almost entirely on its struggle with the Board of Higher Education.

It was an extremely frustrating period of time for those on the UNCA campus and in Chapel Hill alike. The General Administration was struggling with the result of legislation passed in 1969 that gave the Board of Higher Education more control over program expansion. The board's increased authority clearly hampered the control of the General Administration and the Board of Trustees over the campuses of the University of North Carolina. The growing conflict made everyone apprehensive. And on the UNCA campus, the Faculty Senate passed a resolution in February 1970 asking that a new committee be appointed immediately to restudy the changes in the general education requirements that the senate had just accepted. The senate recognized that the changes had cut too deeply into the muscle of the program we were committed to building as a respectable campus of the University.

In March 1970 the department of political science, headed by Professors Gene E. Rainey and Bahram Farzanegan, began to use a method of teaching that eventually had a great deal of impact campuswide. The technique "simulated" international situations. The students on various sides of a given conflict established guidelines and turned it into a type of game. They had to simulate the decision-making process, which forced them to understand that important decisions regarding international relations are frequently made without adequate time or information. Simulation became an excellent tool for exploring a variety of social situations in addition to international relations. Shortly thereafter, UNCA students who had adequate training in this technique went to area high schools to see if those students would be interested in simulation as an extracurricu-

lar activity. We were pleasantly surprised when they immediately jumped at the opportunity. A highly complicated schedule was set up, and simulation contests were held on the campus, with prizes going to the winning teams. It was one of the best examples of university students working in a direct instructional capacity with high school students. It was intriguing to see young students get as excited about this type of activity as they did about athletic events.

In the spring of 1970 a new student government constitution was written and ratified. It placed more authority for the planning of student activities in the hands of the Student Senate. The constitution also provided for academic planning in the form of recommendations to the Faculty Senate. During that spring the push to include students on faculty committees continued to be a problem. The faculty, on the recommendation of the Faculty Senate, finally did approve of students' serving on the committees for athletics, testing, learning resources, and the library, but were overwhelmingly opposed to students sitting on the academic policies committee.

About this time, I sent a memo to members of the Faculty Senate asking them to review with their colleagues the priority of issues that I, as chancellor, should be working on for the next several years. There was a sprinkling of suggestions, but one recommendation was paramount: I needed to get a commitment from the General Administration of the Consolidated University about the future mission of UNCA. This was a legitimate concern. I asked President Friday to come to the campus and discuss this issue with the entire faculty. He came at a later date and talked with them about the institution's mission and the need to keep liberal arts at its core. He also emphasized the need for the institution to broaden its program.

In March 1970 a problem emerged that would eventually loom much larger. In 1969, when President Pow opposed the merger of Asheville-Biltmore College with the University of North Carolina, he stated that Western Carolina University would soon offer courses in its own facilities in Asheville, whether or not the merger went through. That appeared to be true the following spring, when WCU began negotiating for the use of an abandoned nursing residence at the Oteen Veterans Administration Hospital. A new hospital had been completed in 1967, and there were some abandoned buildings that, with appropriate refurbishing, could be useful. Upon hearing of this, I immediately contacted President Friday.

We discussed the implications of the development, because it clearly opened the door to a WCU branch campus in Asheville. While Western Carolina would offer some courses that UNCA did not, the probability was that there would be considerable duplication, duplication that would have to be paid for by the taxpayer. An alarming element in Western Carolina's obtaining the use of the facility was that the work in the building would, with the approval of the Council of State and the Board of Higher Education, be classified as "residence work" and the building itself would be a "resident center." This needs clarification because it is an important distinction. In the North Carolina system, money appropriated for extension work can be used only to cover the overhead on the campus. The payment of travel and instruction expenses is covered by tuition from students off campus. If the VA facility was to be a resident center, then all enrollments would be counted as if they were in Cullowhee, and Western Carolina University would receive full FTE appropriation. That was quite different from extension work, and it aroused a great deal of anxiety because of the financial implications. Both President Friday and I made public statements that were picked up by newspapers statewide offering President Pow and Western Carolina University the use of vacant classrooms on the UNCA campus. We would allow WCU students access to our library and other facilities. At one point, UNC vice-president Edwin Bishop and I went to Cullowhee to confer with Pow about the offer. He adamantly refused, and said he had been deadly serious when he opposed the merger in 1969. The possibility of a branch campus supported by the taxpayers at the "resident's rate" took shape. Inasmuch as the University of North Carolina had no authority over Western Carolina University, nothing could be done to prevent it. In the fall of 1970, classes opened at Oteen Center. As we suspected, the schedule included freshman- and sophomore-level courses that precisely duplicated UNCA courses. The program was not restricted to graduate work that would build on Western Carolina's undergraduate programs in business administration and education, which UNCA was not authorized to offer. Instead, the program included the general education and liberal arts courses that were a natural part of those degrees. In short, it was the beginning of a branch campus. The move aroused considerable anxiety, but the University could not stop it, and the Board of Higher Education made no effort to oppose it.

In response to President Friday's letter regarding the expansion of our programs, I had several conferences with Dr. Arnold King, vice-president

for institutional studies for the University system. On April 15, 1970, I wrote to him suggesting that there were several areas that should be explored. We asked for consideration to begin a bachelor of arts degree in music and a bachelor of science degree in nursing. We indicated other areas that we were seriously considering, chief among them the broad field of management. We also wanted to offer the master of arts in teaching, a degree that was consistent with our program and well within the expertise of the department of education and other academic departments on the campus. We felt the time would come in the near future to offer master's degree programs in several areas.

In the spring of 1970, the literature department hosted a poetry fair that was delightfully received by students, faculty, and people from the community. The first fair featured Guy Owen of North Carolina State, author of a novel called *The Flim-Flam Man*. Charleen Whisnant, editor of *The Red Clay Reader*, and Fred Chappell, who had written many poems and novellas, also participated. The fair was so successful that plans were made to include it in the literature department's regular offerings.

Plans were fully developed for the second year of the Oxford Program. UNCA and UNC–Chapel Hill faculty, augmented by Oxford tutors, would provide instruction in philosophy and British literature to students who would reside at Regents Park College. The program was arranged to allow adequate time for sight-seeing in the British Isles and Europe. It was a delightful way for UNCA students to spend a summer at one of the world's truly great universities, dating back to the twelfth century.

America was stunned on the morning of May 4, 1970, when four students were killed by the Ohio National Guard on the campus of Kent State University. UNCA students were as outraged as students at other campuses around the country, but they held themselves well in check and did not commit the excesses that occurred in so many places. A memorial was held around the flagpole on May 6, and the students requested that the flag be lowered to half-mast. When it was explained to them that the American flag could be flown at half-staff only by order of the governor or the president of the United States, they did not pursue the request. The memorial included many speeches and some songs of social protest, but it was not necessary for the University disruption policy to go into effect. There was a great deal of concern about some of the other campuses, particularly regarding what became known as grade amnesty. The Kent State tragedy occurred late in the spring, and apparently professors at

some institutions simply graded students on what they had done by May 4, when many left school to protest or engage in other activities. The practice received a great deal of attention in the state's newspapers. Happily, we were not involved in grade amnesty.

Some significant internal developments took place in the late sixties and early seventies. The Computer Center was established under the leadership of Francis Coyle. Contacts were made to tie in with the Triangle Universities Computation Center (TUCC) in Chapel Hill. It marked the beginning of computer service and computer science instruction on the UNCA campus.

Another development that grew in importance as the years passed was that Professor John Stevens, who had joined the faculty two years earlier, received his first National Science Foundation grant in 1970 to research the Mössbauer effect. Later, Dr. Stevens and his wife, Virginia, established UNCA as a worldwide center for gathering data on Mössbauer research, an important field of spectroscopy in physical chemistry. Many volumes and articles have been published, and Dr. Stevens has emerged as a leading authority on Mössbauer effect research.

The completion of the science tower, an addition to the Rhoades Science Building, provided much-needed space for the departments of biology, chemistry, and physics. The new laboratories were a great improvement over those built for a small junior college without the advice of working scientists. UNCA received a $125,000 grant from the Appalachian Regional Commission to supplement the cost of instrumentation for the teaching laboratories. The biology, chemistry, and physics faculties also successfully applied to a number of granting agencies throughout the seventies for equipment funds. Inflation made the tower much smaller than anticipated, but the space was at least adequate for the immediate needs of the sciences.

One of the things that made people pay more attention to UNCA during the 1969–70 year was the Bulldogs' winning basketball season. That spring the players had won the district championship of the NAIA and went to the national tournament in Kansas City, where they defeated Grambling in the first round. Excitement began to build as the basketball season drew nearer. All the fans expected an exceptionally good year, with Mickey Gibson back for his last year of eligibility and Jim McIlheny returning as point guard. Their performance the previous year held promise of even better things to come. Rod Healy was back at center, along with

some other players from the 1968–69 district championship team. Unfortunately, hopes were dashed when McIlheny suffered a serious knee injury in a practice scrimmage just before the season started. There was no doubt he would be sidelined for the year, and there was no one to take the place of the quickest and most aggressive point guard the team had ever had or played against. Gibson, Healy, and the others did their best, and they had a winning season, but it was not good enough to get into the district playoffs. It was disappointing, because so many people had assumed that with McIlheny and Gibson working together again, UNCA would have a nationally ranked team that year.

We had one of our liveliest Foreign Affairs Forums in the spring of 1970. The subject was America's policy in the Middle East. The Six-Day War had taken place only three years earlier, and there was a great deal of interest in events in that part of the world. We were extremely fortunate in getting some financial support for the program from the General Administration. President Friday worked to augment our resources with money from the William Carmichael Fund. There were only three speakers in the series, but they were outstanding, and we had excellent crowds. The opening speaker was Ambassador Yitzhak Rabin, who was Israel's ambassador to the United States. He had been chief of staff of the Israeli army during the Six-Day War and worked closely with Defense Minister Moshe Dayan. Lipinsky Auditorium was so full that some people had to stand in order to hear this discussion of Israel and its problems with its neighbors. The second speaker was a former United States ambassador to Israel, Parker T. Hart. He gave an excellent summary of American policy in the Middle East, beginning with President Harry S. Truman's recognition of Israel in May 1948. The final speaker was Professor Abdul Said, a Syrian who had been teaching international relations at American University for many years. He presented a very different picture of the Middle East conflict, his basic emphasis being on the problem of the displaced Palestinians who had been run out of Israel in 1948 and 1949. It was one of the liveliest Foreign Affairs Forums ever held.

By the end of our first year as a campus of the Consolidated University of North Carolina, we had made many internal administrative changes. All the stationery and forms had to be reprinted. We had to learn new procedures and how to work with the General Administration in Chapel Hill. Since 1962 it had been my custom to go directly to the various state government offices in Raleigh. I could drive down, spend a day or two

there, discuss any problems that existed, get decisions, and return to Asheville. I had grown fond of such people as G. Andrew Jones, J. W. Piner, and Bruce Harrington in the Budget Office; Sam Badget of the Personnel Department, and Robert Bourne in the Office of Property Control. The procedure was now different. We had to wait until General Administration officials could present our case, along with those of the other campuses of the Consolidated University, for any decision on matters of finance, programs, personnel, and construction.

Nevertheless, we considered the first year a successful one. The students had responded with considerable restraint to the problems resulting from the Vietnam War and the Kent State tragedy. The Faculty Senate had dealt with some pressing issues and was beginning to work smoothly. Classes met regularly, and the work of the institution went on. We believed in a bright future, but we were aware of two clouds looming on the horizon that would become more threatening as time passed. One was the growing conflict between the Board of Higher Education and the Consolidated University. The other was the presence in Asheville of Western Carolina University's "resident center."

The first UNCA class to graduate was scheduled for May 1970. Because of his assistance in getting the merger through the General Assembly, we felt the appropriate speaker for the first graduation would be Governor Robert Scott. However, we did not realize when we extended the invitation that his presence would create such security problems. The ceremony was scheduled to begin at eight o'clock in the evening on the terrace of the D. Hiden Ramsey Library. When we planned for the graduation, we had no foreknowledge of Kent State or the reaction on campuses all over the country. Several weeks before the graduation, representatives of the State Bureau of Investigation came to the campus. We walked them over the precise route that the line of march would take from the Phillips Administration Building to the library terrace. We showed them exactly where Governor Scott would sit and traced the path he would take when he left the terrace. It was exciting to have UNCA's first class graduate out in the open on a clear and beautiful night. At the same time, there were armed plainclothesmen all along the line of the processional, and it was somewhat disconcerting to sit on the terrace surrounded by armed men on the tops of the buildings looking down on the proceedings. We understood the necessity for the protective measures, since Governor Scott had received threats from several parts of the state, but few of

us will ever forget what it was like to have our first UNCA class graduate under such circumstances.

The summer of 1970 was idyllic in many ways. The healthy registration for summer school boosted our budget and allowed us to take better care of the various needs of the institution. The highlight of the year for me was the period between mid-July and mid-August, when I was able to go to Oxford and observe firsthand the operation of our program there. President Friday made funds available to me from the Kenan Fund for administrative travel. The program was in its second year of operation and had become quite effective. Thirty-two students participated that summer, and it was delightful to see the way they responded to the courses, the atmosphere of Oxford University, and the opportunities to explore the British Isles and Europe on weekends. The Oxford University tutors Professor Stewart had obtained were all outstanding, and after attending several of the lectures, I was convinced that the students were privileged to hear some of the finest minds in the world speak on topics that were a part of their course work.

One of the on-campus highlights that summer was a basketball camp organized by Rick Barry. Joining him as instructors were such well-known players as Charlie Scott, Larry Brown, and Doug Moe. Anyone familiar with the history of the National Basketball Association will recognize those names. It was exciting to have such outstanding athletes on the campus for the popular camp.

In August 1970, the Advisory Budget Commission visited the campus. We reviewed what we had been doing for the last several years, particularly with the funds appropriated in 1967. Our primary request was for an appropriation of $1.5 million for a separate social sciences building. At that point, all the departments were crowded into the west wing of the administration building, which was totally unsatisfactory in terms of the kind of work the growing faculty wanted to perform. We had no laboratories for sociology or psychology, and all the departments were in the same overloaded situation. It was a critical request on our part, and we hoped the Advisory Budget Commission would recognize that need.

When the 1970 school year began, UNCA's enrollment topped one thousand for the first time. When we had our first faculty meeting, there were seventeen new members to be introduced. Dr. Walter Boland became the new chairman of the sociology department. Dr. Shirley C. Browning also joined the faculty that year. He would later become chairman of

the economics department, serve several times as chairman of the Faculty Senate, and fill a two-year term as chairman of the Faculty Assembly for the University of North Carolina, a body that consults with and advises the university president on faculty matters. Paul Thomas Deason joined the institution as director of institutional research. He later served as dean of students for several years. Arnold Wengrow joined the drama department that year and began to develop some extraordinary productions.

At the opening faculty meeting for the 1970–71 academic year, we noted that money would be tight because the state operates on a biennial budget, and this was the second year of the biennium. The Faculty Senate had already established itself and would soon emerge as one of the key sources for encouraging faculty participation institutionwide. Dr. Riggs, vice-chancellor for academic affairs, reviewed the effects of the calendar changes. He predicted that we would probably be teaching one hundred fewer courses within a shorter year and that the faculty would teach eight courses rather than the ten that had been customary when we had four ten-week terms. The only way to do justice to the curriculum would be to organize the enrollment in such a way that the classes would be somewhat larger. We also reviewed the progress of the second self-study required by the Southern Association. We would be hosting another visiting team in the fall of 1971, five years after our initial accreditation. We announced that we had received approval to transfer $140,000 of the money remaining after we canceled the dormitory project for additional tennis courts, a track, and a soccer field. We also received approval to apply $90,000 toward the purchase of 22.06 acres of land that would extend the campus toward the Route 19–23 bypass. It was property that would not be used immediately, but it became quite valuable later on.

On October 5, 1970, I sent President Friday a letter that I still consider to be one of the most important I ever wrote to him. The occasion was the presentation of the recommended "B" budget by the Board of Higher Education. A presentation made to the Advisory Budget Commission by the Board of Higher Education on September 21 included several comments that deeply disturbed all of us at UNCA. When I received the full copy of the board's statement, my apprehensions were even more heightened. Section 4 concerned faculty salaries and presented the argument that there should be categories of higher education institutions in North Carolina and that they should have the same salary scales. The report included the following sentence: "This would mean that the state would

be treating all of its four-year institutions alike, all of its five-year institutions alike. . . ." On the next page, several percentages were listed that would increase faculty salary levels at various institutions above the 8 percent that was being established for faculty salary raises for that year. UNCA was not on that list. Apparently, that meant we should hold down our advance until the other institutions in our category—Elizabeth City State University, Pembroke State University, the University of North Carolina at Wilmington, Fayetteville State University, and Winston-Salem State University—could catch up in terms of faculty salaries. I asked what else was going to be equalized in addition to faculty salaries. If we went that route, we would be establishing a uniform level of mediocrity, since there were great variations in undergraduate SAT scores among those institutions. In short, building a quality program at UNCA would be impossible.

The other areas of the budget as proclaimed by the Board of Higher Education would reduce the expenditure on books at UNCA to an amount considerably below what we had been spending since becoming a four-year institution. We objected to the idea that faculty salaries, library appropriations, and other budgetary items could be transferred from one institution to another without considering unique qualities or special commitments made during the years past. The board's position contradicted previous actions it had taken regarding UNCA.

Before accepting parts of the proposed Asheville-Biltmore program in 1963, the board had asked several well-known educators from institutions such as Emory, Dartmouth, and the University of the South to come and counsel with the faculty about the kind of program that was developing. The visit took place in December, and the committee reported that we had some exciting ideas. It gave a warning to the Board of Higher Education and to the General Assembly that A-B College should not be allowed to start on the type of program that had been outlined without an understanding that it would cost more per student per year to operate than a traditional institution.

Similar statements were made when Asheville-Biltmore was being studied in preparation for its merger with the University of North Carolina. A special committee of the UNC board visited and, under Dr. King's direction, examined our program. It recommended that UNCA should continue what it was doing and stated that, as such, it would be a viable and important part of the University of North Carolina. Dr. King's report

included the following statement: "The merger would extend the resources of the University into cities where there is a long-range potential for developing campuses that would be attractive to students on a statewide basis. They would appeal to students who prefer institutions of moderate size with a less traditional and a more experimental approach to undergraduate education. The experience and resources of the University could be devoted to developing superior programs in the liberal arts and sciences on the new campuses."

The Board of Higher Education had been so supportive of our special role in higher education that the change in attitude could be explained only by the fact that we were now part of the University of North Carolina. There were a considerable number of regional university representatives on the board; by merging, we had inadvertently become soldiers of the enemy. The board's position in the fall of 1970 raised disturbing questions that I, in turn, raised with President Friday. The first was whether or not the University of North Carolina agreed that UNCA filled a special role in higher education. Moreover, if UNCA was not to pursue this role in the future, we wanted to know who had made that decision, how it had been made, and why we had not been included in the decision-making process. The implications of the budget presented by the Board of Higher Education made UNCA more wary of its other proposals and even more determined to work with the University of North Carolina to protect its special status.

Another issue began to take shape in the fall of 1970, when President Friday requested the department chairmen from all the campuses to draw up plans for recruiting black faculty members and to keep detailed records about all of their efforts to secure such personnel. It was obvious that this issue was going to become a matter of great significance to the United States Department of Health, Education, and Welfare and to the University.

While considerable apprehension was growing over the rising conflict between the Board of Higher Education and the University of North Carolina, matters on campus proceeded in a normal way. Students were placed on all of the institutional committees, including the self-study committee. After months of intense discussion, it was finally agreed that the Student Government Association would recommend students to serve as committee members and Vice-Chancellor Riggs would make the actual appointments. The unfortunate truth was that once the students found

out how much time and tedious work the committee meetings involved, they stopped attending, and their contributions were never as great as they had anticipated.

Meanwhile, classes were held, students found ways to entertain themselves, the dormitories were full, and the campus pulsated with a life of its own. Basketball season approached, and homecoming was held, with Coed Capers adding once again to the fun. Although Mickey Gibson was gone, everyone looked forward to the return of Jim McIlheny and thought the team was headed for a satisfactory season. We did not dream what an exciting finish we would have in March.

Professor Frank Edwinn started an early morning television show on music history and appreciation at the beginning of the fall term. Students could take the course for credit or watch purely for pleasure. It was our first venture in television broadcasting. WLOS-TV was cooperative, and we continued with other courses for several years. The 6:30 A.M. spot was usually reserved for UNCA and its programs.

In September 1970 the golf team won a tournament in Kentucky, with Joe Patton and Chris Lee being the low scorers for UNCA.

The Computer Center was entering its fourth year under Francis Coyle. Although the budget was very tight, the center had a relationship with the Triangle Universities Computation Center and was a member of the North Carolina Education Computing Service. We received a grant of $9,500 from the National Science Foundation to advance the use of computers by undergraduates. Funding for computer training was becoming progressively more essential.

Several other noteworthy events occurred in the fall of 1970. It was the twenty-fifth anniversary of the United Nations, and a workshop led by Dr. Joseph Johnston reviewed the organization's peacekeeping efforts during the quarter century.

Another boost that same semester came when Norman Sultan, a local businessman, set up a competitive art scholarship. The first winner was Charles Millstead, who later would have some important contributions to make to UNCA.

In October, WUNF went on the air for the first time. The only signal the radio station transmitted came from the little studio in the student center and went to the dormitories and the speakers located in the cafeteria. The three students involved in the venture were Dave Anders, Ray Holden, and Carl Ballard. As time went on, the radio station would grow

and become a story in itself. It is important to note that the station was funded by the Student Government Association and was managed and staffed entirely by students.

At homecoming, William Mock, who was a member of the Class of 1966, was elected to head the alumni association. A problem had been developing during the past several years regarding alumni. Those who had graduated from the four-year program wanted to have their own association and showed little inclination to include graduates of the junior college. This position created considerable resentment on the part of the junior college graduates, who believed the organization should represent all graduates. It took several years to resolve this problem. Meanwhile, annual meetings were small and rather lifeless, and because there were no funds to employ even a part-time person, the alumni association was not able to make the contribution we hoped it would.

In January 1971 we received a copy of the budget being presented first by the Advisory Budget Commission and then by Governor Scott to the General Assembly. It was a shock to see that budget and contemplate its implications for the coming academic year. Almost all of UNCA's capital requests had been removed, most specifically the request for a social sciences building. We were concerned that the budget was missing that essential item and recalled with considerable apprehension the proposed budget that had been presented by the Board of Higher Education.

However, a basketball game played on March 3, 1971, at the coliseum in Greenville, South Carolina, made us forget all about budgetary problems temporarily. The UNCA team had been very successful with McIlheny back, even without Gibson's on-court skills. The team had made it into the play-offs for District 26 of the NAIA, which included schools in South Carolina and western North Carolina. The final game determined the team that would go to the national tournament in Kansas City and pitted UNCA against Western Carolina University. A lively rivalry existed between the schools, and the two teams had already played during the season, with each team winning one game. The final game of the tournament was probably as exciting a game as anyone who witnessed it will ever see. It was UNCA's ball, with fifteen seconds left in a tie game. Time was called, and a play was set up to give McIlheny a chance to shoot a jump shot over a screen from about sixteen feet out. When he missed the shot, the game went into overtime. The situation was identical at the end of the first overtime; the score was tied, UNCA had the ball, and with fifteen

seconds to go, time was called and the ball was given to McIlheny to shoot over the screen from about fifteen feet out. Once again he missed, putting the game into its second overtime. By this time, the crowd was almost hysterical. Western Carolina managed to build a one-point lead during the second overtime. With only a few seconds to go, UNCA had the ball and was trying to pull ahead. A foul was called against one of the UNCA players. Because of the number of fouls that had been accumulated, WCU was in a one-and-one situation. The scoreboard showed only five seconds remaining in the second overtime, and with Western Carolina in control of the ball at the foul line, it looked as if they were going to win the game, but the WCU player missed the front end of the one-and-one. Rod Healy immediately grabbed the ball and passed it to Joe Kagel. Kagel dribbled to midcourt just as the game was coming to an end and let fly a shot toward the basket. Miracle of miracles, it went in and UNCA won by a score of 62–61! No one will ever forget the bedlam at the end of that game.

The trip to Kansas City was anticlimactic because UNCA drew the powerful team from Stephen F. Austin College of Texas for the first round. The Bulldogs lost their first game at that Kansas City tournament, but the memory of the incredibly exciting win in Greenville overcame any sense of disappointment.

One of the impressive things beginning to take shape at UNCA was the involvement of undergraduate students in faculty research. In the spring of 1971, the biology department received a grant of $8,360 to involve students in a project concerning Lake Julian, which is owned by the Carolina Power and Light Company. The purpose of the project was to determine the impact of warm water flowing in from the plant on the fish life in the lake. This was just the beginning of many research activities in which students would be directly involved with faculty members. It was an important commitment on the part of the institution to encourage student participation in research and teach what research actually means in terms of pushing back the boundaries of knowledge. Over the years, this has become an increasingly important aspect of undergraduate education at UNCA.

In March 1971 the campus established its own chapter of Alpha Phi Omega. This national fraternity is based on the concept of service rather than on socialization, and the organization proved helpful in many ways in its early years.

The Foreign Affairs Forum continued that spring. U. Alexis Johnson,

the featured speaker, addressed the general public at night and appeared before the students during the day because so many wanted to hear him. The then under secretary of state had been ambassador to Japan and deputy ambassador to Vietnam. In 1971 with the Vietnam War still going on, people wanted to hear and question a person of such knowledge and experience. While most of the students were interested in what Johnson had to say about Vietnam, his address included an issue of even greater importance. He advanced the theory that the United States was now becoming more of a Pacific than an Atlantic power, and he emphasized the economic potential of Japan. Unfortunately, few heeded his warning. In 1971 no one believed Japan could make the economic leaps that it has made in the past fifteen years.

In a lighter vein, comedian Dick Gregory appeared on campus on May 6 to a packed house. His monologue was a wealth of humorous stories, and he received a lively response from the campus and the community.

That same month, the Land of the Sky Invitational Swim Meet was held on the UNCA campus, with 270 swimmers from three states participating. The event was sponsored by UNCA, with help from the chamber of commerce. We had a well-coached swim team at that time, thanks largely to the selfless contribution of Betsy Montgomery. She made an arrangement with UNCA to develop and coach the swim team in return for our allowing her daughter Mary to use the pool for practice. We were all interested in Mary Montgomery's Olympic goals. She eventually made the American swim team and competed in the Olympics at Munich. Betsy Montgomery kept the team together for several years. It was a talented, hardworking group that won several challenging contests.

A memorable event that spring was the first major drama production by the new chairman, Arnold Wengrow. He chose an old British comedy of manners, *She Stoops to Conquer*. Wengrow made the script sparkle with new life while deftly maintaining the slightly bawdy comic tradition of eighteenth-century England. He rewrote some of it and set the entire production to the beat of rock music, particularly the well-known song "Rock around the Clock." Gregg Riggs, Deborah "Dee" Grier, and Patsy Clarke were involved in the planning, production, and presentation of the rollicking comedy. When the play closed, we realized that a new and fascinating dimension had been added to our campus, and we looked forward to Wengrow's future productions. At that time, the drama program was part of the literature and language department. We wanted students in drama to know about production, but we also wanted them to

know about the literary value of the plays that have contributed so much to humanity over the centuries. Shortly thereafter, the drama program was established as a separate department, and Arnold Wengrow was made chairman. He was also the director of what became known as Theatre UNCA, and he continued to be remarkably adept at taking well-known classics and presenting them in modern idiom and tempo.

The spring of 1971 on the UNCA campus was, in many respects, quite normal. Students graduated in May, and general activities went on as if nothing else was happening. Nevertheless, all of us were painfully aware that developments in the General Assembly would have a profound effect on all of higher education in North Carolina, particularly on the special mission that had been established for UNCA. These issues are so important that the next chapter will review the steps that were taken leading to the legislation that eventually transformed higher education in North Carolina.

Biltmore High School

David Millard Junior High School

Lawrence Hall, Asheville Normal and Teachers College

Buncombe County Children's Home

Seely Castle

D. Hiden Ramsey Library, The University of North Carolina at Asheville

C H A P T E R 9

Restructuring the University

Actions in the field of higher education during 1971 were so important in North Carolina that one cannot understand the subsequent developments in the state system nor the specific developments at UNCA in the seventies without some general knowledge of what became known as restructuring. The General Assembly decisions that year, although not intended to do so, affected UNCA more deeply and profoundly than they did any other campus in the state. Restructuring was important on every campus, from the standpoint of both the decision-making process at the top and the determination of who had control and authority over all the state-supported institutions of higher education. It meant that UNCA would have to carefully reexamine its role and mission and make internal changes that were responsive to the new structure of higher education in the state.

One chapter cannot possibly review all that lay behind the 1971 enactments. Some day someone will write a monograph or book about the restructuring struggle in North Carolina. This chapter can only review the more important steps in order to provide the reader with a better understanding of subsequent developments at UNCA.

In 1931, in the depths of the Great Depression, there were similar problems, but of a lesser magnitude. Institutional ambitions, conflicts, and program duplications were costing the state a substantial amount of money when there was no money available. Governor O. Max Gardner took the leadership in reorganizing several of the campuses, eliminating the duplication of expensive graduate and professional programs that had

emerged, particularly at Chapel Hill and North Carolina State in Raleigh. At that time there were very few students at state-supported schools other than the three institutions that would become known in 1931 as the Consolidated University of North Carolina. Those three were given their names at that time: the University of North Carolina at Chapel Hill, the nation's oldest state-supported college; the North Carolina State College of Agriculture and Engineering at Raleigh; and North Carolina College for Women at Greensboro. They all had good programs, but with the exceptions of the law and medical schools, located at Chapel Hill, each was engaged in costly duplications in their graduate programs and research organizations. The other institutions in the state were special-purpose institutions or small teachers colleges.

Dr. Frank Porter Graham, one of the outstanding men in higher education of the twentieth century, was elected the first president after legislation was enacted to provide for the consolidation. There was now a chancellor under his jurisdiction at each campus, whereas there had once been a president. Before consolidation, there had been no administrative method of supervising the campuses; each president and board of trustees went directly to the General Assembly for support and appropriations.

After World War II the great numbers of returning veterans and the GI Bill provided the impetus for other schools in North Carolina to grow. The smaller colleges, particularly East Carolina Teachers College in Greenville, Appalachian State Teachers College in Boone, and Western Carolina Teachers College in Cullowhee, found it necessary to expand their programs far beyond the traditional teachers college curriculum. Approval and funding for new programs depended upon the effectiveness of their presidents and boards of trustees, working with their legislators and lobbying the General Assembly for approval. The impetus to consider means of coordinating and directing this growth started in the early fifties.

A commission chaired by UNC trustee Victor Bryant of Durham studied what was happening and made the recommendation that a coordinating board to review programs and to plan for the future needs of higher education would be a contribution of great benefit to North Carolina. The president of the University of North Carolina at that time, Gordon Gray, vigorously supported the idea of a coordinating commission and sent word of his support to the General Assembly. He reasoned that such a commission would be an excellent addition for North Carolina and that the three-campus Consolidated University of North Carolina would natu-

rally expect to be part of its jurisdiction. It was ironic, in 1971, to remember that the impetus to establish what became known as the North Carolina Board of Higher Education had come from one of the strongest trustees of the University and from the president of the Consolidated University. The irony was further compounded by the fact that William Friday, a graduate of the Chapel Hill Law School working in President Gray's office at the time, actually wrote the bill presented to the General Assembly for its consideration. In 1955 the General Assembly created a Board of Higher Education with authority to plan for and to coordinate higher education in North Carolina. At that time, the board had authority to review institutional budgets and make recommendations to the General Assembly. It also had the statutory responsibility to examine the future needs of the state and to work with the institutions in planning how they would respond to those needs.

It did not take long for conflict to develop between the Board of Higher Education and the Consolidated University of North Carolina. The board was not given any decision-making powers. It had only the authority to plan, to gather data and statistics, to review, and to make recommendations on budgets; it did not have the political power base to influence campus budgets. That area was left to the boards of trustees, who had the statutory authority to oversee each of the institutions.

Conflict between the Consolidated University and the Board of Higher Education erupted in several areas, but the real precipitant of change was the question of housing for married students at North Carolina State College in Raleigh. The University Board of Trustees had the responsibility for North Carolina State, as well as for Chapel Hill and Greensboro. The board felt that decisions about the details of the intended housing complex at North Carolina State did not fall under the jurisdiction of the Board of Higher Education. In fact, it considered such actions by that board to be meddling with authority that clearly belonged to the Board of Trustees of the University of North Carolina. In 1959, as a result of the University's initiative, the General Assembly removed authority for budgetary recommendations from the Board of Higher Education. The University maintained that the immediate issue, married student housing at NC State, was subject only to the jurisdiction of the Board of Trustees. Officials felt that unless the statutes were changed, the Board of Higher Education would become involved over and over again in what the University trustees considered to be unwarranted intrusion.

In 1961, when Governor Terry Sanford appointed the Governor's Commission on Education beyond the High School, chaired by Irving E. Carlyle of Winston-Salem, some of the members of the Board of Higher Education were furious. They contended that the type of planning study done by the Carlyle Commission was precisely what the Board of Higher Education had been charged with doing when it was created in 1955, but the board had only a small professional staff with a few secretaries and simply did not have the resources to make the kind of study Governor Sanford wanted. Furthermore, the governor wanted a large, blue-ribbon committee composed of leaders of the state who were interested in higher education and whose support would help him get adequate measures passed through the General Assembly.

As the reader will recall, the Carlyle Commission resulted in the passage in 1963 of the Omnibus Higher Education Act, one of the single most important pieces of legislation in higher education in the state during the twentieth century. The Carlyle Commission recommended that state-supported higher education have three tiers. The baccalaureate-level institutions, which offered only four-year degree programs, included institutions at Elizabeth City, Fayetteville, Winston-Salem, and Pembroke; the Commission recommended also that Wilmington, Charlotte, and Asheville become fully supported four-year state colleges. One step above that would be the institutions authorized to grant master's degrees, including East Carolina College, North Carolina Central College, Appalachian State College, North Carolina Agriculture and Technical College, and Western Carolina College. Doctoral degree programs, professional schools such as law, medicine, engineering, and dentistry, and the major responsibility for graduate and research work outside teacher education programs should be within the jurisdiction of the three-campus Consolidated University of North Carolina. It was a neat and coherent assignment of function to all of the institutions in the state.

After the enactment of the Omnibus Higher Education Act, frequent protests arose from the Board of Higher Education, and in 1965 a bill was entered into the House of Representatives to abolish the board. Governor Dan K. Moore considered it the worst possible answer to the problem, and he supported and secured the passage of a bill that enlarged the board by fourteen members, nine of whom were appointed by the governor. One of his appointments was Watts Hill, Jr., of Chapel Hill and Durham. The board promptly followed the governor's suggestion and elected Hill

chairman. He was the son of a member of the Board of Trustees of the Consolidated University, a man who had served on the executive committee for many years and who had made substantial contributions in money and land to the Chapel Hill campus and the Consolidated University. The family had been involved with the University for generations and was prominent in central North Carolina's business and civic affairs. Watts Hill, Jr., already had a good working knowledge of higher education in North Carolina because he had served as chairman of the Committee on Higher Education for two terms in the House of Representatives. He was aware of the continuing conflict between the Board of Higher Education and the Consolidated University, understood why it existed, and had some grasp of how the members of the General Assembly felt about the growing controversy.

Dr. William Archie, who had been director of the Board of Higher Education for several years, resigned and was replaced by his assistant director, Dr. Howard Boozer, who stayed in the job for several years before leaving the state. He, in turn, was replaced by his assistant director, Dr. Cameron West, who had been chief academic officer of Pfeiffer College.

The Board of Higher Education never had the political influence to obtain the appropriations necessary to fulfill the requirements of the law adequately. Some state campuses had plans for new buildings and others for new degree programs, but none had what could be called a comprehensive, long-range plan. Since planning was one of the statutory functions of the Board of Higher Education, Watts Hill, Jr., the board, and the staff began to gather information and data in order to present to the state for the first time something approaching comprehensive, long-range planning in the field of higher education. Their work was put together in a rather large volume and presented to the state in November 1968. It projected the collected needs of the state on the basis of data from the various campuses and examined how well the institutions' plans would meet those needs. In one of the most critical and at the same time most controversial chapters of the volume, chapter 15, the Board of Higher Education called attention to the various problems that had emerged in the state and suggested that North Carolina needed a single board with full jurisdiction over all sixteen institutions.

This position was completely contrary to ideas of the Board of Trustees of the Consolidated University. Since 1931 the Board of Trustees had

been composed of distinguished citizens from all over the state elected by the General Assembly and with full authority over the three-campus Consolidated University. The full board met three times a year to hear reports on the consolidated institutions and in the field of higher education, and to take such actions as were required by the original statute that brought the institutions into being. The hundred-member board, meeting infrequently, could not provide adequate supervision of the growing three-campus university, but the board had an elected executive committee composed of fifteen people, which met at least once a month. The executive committee included some of the state's most powerful economic and political leaders, men and women with a consuming interest in the University. There was no limit to the number of terms board members could serve. A substantial number of trustees served on the board and the executive committee for many years, some for more than thirty years.

Before 1971, the president of each institution not affiliated with the University, backed by his trustees and interested supporters, appeared before the Appropriations Committee of both houses. Each one also met with the Advisory Budget Commission on its biennial tour of the state and presented the needs, aspirations, and accomplishments of his institution. The Consolidated University had one major presentation by President Friday, focusing on all consolidated campuses and their responsibilities throughout the state. He was backed by comments from the chancellor of each campus, who responded to questions concerning his respective campus.

Not only did the Consolidated University have major responsibilities in the high-budget fields of graduate work and the schools of law, architecture, medicine, dentistry, engineering, and agriculture and agricultural extension, but it had more than 55 percent of the total enrollment of all the state's sixteen institutions. As a result, the Consolidated University received appropriations considerably greater than all other institutions combined.

Of the regional institutions, East Carolina College had considerable success largely due to an extraordinarily astute president, Dr. Leo Jenkins. In addition, the eastern delegation worked as a bloc to maximize their influence. Many close issues were decided by that bloc of eastern Carolina votes.

After 1967, the five regional universities became a powerful aggregate working together in the General Assembly to confront effectively the overall influence of the Consolidated University of North Carolina.

East Carolina College wanted a full four-year school of medicine. It had been discussed for several years and had secured the support of the eastern Carolina legislators. Over several successive sessions of the General Assembly, the eastern bloc and East Carolina College built up political credits by supporting projects in other areas of the state, contingent on a pledge of support for the medical school when the time came.

By 1968 both Wilmington and Asheville realized that their futures would be safer under the umbrella of the University of North Carolina than isolated in a state where two powerful associations of institutions were developing. At the same time, the inclusion of these two institutions at opposite ends of the state would strengthen the Consolidated University by gaining the support of legislators from Buncombe and New Hanover counties and their associates. The 1969 General Assembly succumbed to political pressure and gave the title of university to all the institutions of higher learning, except the School of the Arts in Winston-Salem.

The same legislature granted the governor's request to become statutory chairman of the Board of Higher Education. The governor had held this position on the Board of Trustees of the Consolidated University since its inception in 1931. His role on both boards, one operating a six-campus University and the other charged with planning and coordinating for all sixteen institutions, put the governor in a position to attend all the meetings and hear the varied, and often diametrically opposed, views presented. It was a condition guaranteed to generate conflict and confusion, as well as deep and bitter resentments. The Board of Higher Education had a restrictive mission, even though it had re-acquired the authority to review budgets and to make recommendations. Nevertheless, it had no faculty, no students, no alumni, and it was clearly an agent of governmental direction. The board members took their statutory mission seriously, however, even though it often brought them into conflict with the older and better-established University of North Carolina board. The UNC board could point to forty years of developing a multicampus university and to the great contributions made to the state and nation, particularly by the graduate and professional schools and by the research work being done at all three of the older campuses.

When the statute was passed making Governor Scott the ex officio chairman of the Board of Higher Education, he immediately began attending the meetings of that body. The atmosphere was quite different from that of university board meetings. In the course of his first year as

chairman of the Board of Higher Education, he was progressively more influenced by Dr. Cameron West, the director of the board, and by Chairman Watts Hill, Jr., both of whom had urged him to become ex officio chairman. There were other influential board members, particularly Senator Lindsey Warren, who served as vice-chairman. The General Assembly had also granted the governor's request that six influential legislators be added to the board.

On July 1, 1969, Governor Scott flew across the state to preside at the opening ceremonies recognizing the inclusion in the Consolidated University of Wilmington and Asheville. He then stated that he would no longer be involved in higher education because he wanted to reorganize a number of state agencies while he was governor. His withdrawal, however, was of short duration.

By the summer and early fall of 1970, he had begun speaking in Raleigh and in addresses throughout the state about a single board over all institutions. The details were not specified, but his comments and rationalization sounded very much like chapter 15 of the 1968 Board of Higher Education report. There was a great deal of conjecture throughout higher education circles in North Carolina about what Governor Scott would do once the General Assembly convened in January 1971. He did not leave people speculating long. He named a special commission to examine the structure of the state's system of higher education. He appointed Lindsey Warren, who was no longer in the Senate, to chair what became known as the Warren Commission. The twenty-two-member commission included five representatives from the Board of Higher Education, seven from the Consolidated University Board of Trustees, nine who were trustees from the nine regional universities, and one from the School of the Arts. Although the Consolidated University's enrollment was more than 55 percent of the total enrollment of the state's sixteen institutions, its membership was in the minority on the Warren Commission. In fact, several of the representatives of the University's board complained about the commission's being stacked before it ever met for the first time.

The Warren Commission started meeting in February. The University trustees, according to Victor Bryant's later statement, had no advance knowledge or even suspicion that breaking up the six-campus University of North Carolina would be one of the options seriously contemplated by this commission. They considered the Consolidated University inviolable

because it had existed for forty years, had built distinguished universities, and had made great contributions to the state.

The Warren Commission meetings quickly became heated and controversial. Although members always met in executive session, information of the various options they were considering for the structure of higher education moved around the state with lightning speed. It soon became known that there was serious disagreement within the commission about maintaining the six-campus university, as well as deep divisions concerning what type of single board should be created if that route were taken. Whether a single authoritative board could be established, at the same time retaining the Consolidated University in its existing form, was open to question.

The first vote to give some idea of where the commission was heading was taken on April 3, 1971. Discussion was on a plan jointly worked out by President Friday and Dr. West, which was satisfactory to supporters of the University of North Carolina's position. That plan was to keep the structure as it was, with the six campuses under the Board of Trustees of the University, and to strengthen the Board of Higher Education by providing it with more funds to employ staff and by authorizing it to become involved in the budgeting process by examining the institutions' missions and goals and making recommendations to the Advisory Budget Commission and the General Assembly. The vote on that day was 13–9, with the Friday-West proposal receiving the support of the majority. The governor's office generated a great deal of activity in the intervening three weeks. In a recorded interview with Richie Leonard of the staff of the Institute of Government, Governor Scott later stated that he had contacted several members of the Warren Commission and had strongly suggested that they attend the April 24 meeting. These members were made fully aware of the governor's preference for a single board over all the sixteen state-supported institutions of higher education.

On April 24 the commission reconsidered the vote. A study of the Friday-West plan had been ordered for the meeting but was never discussed. Instead, an entirely new proposal was presented by Watts Hill, Jr., and two other members. It called for a hundred-member Board of Regents with coordinating authority over the sixteen institutions, each of which was to have a separate thirteen-member board of trustees. The proposed University of North Carolina system was to be headed by a chancellor elected by the Board of Regents. Despite violent opposition of

the University trustees, the vote was 13–8 in favor of the new proposal. A regency system, which would destroy the Consolidated University, was diametrically opposed to the plan voted on three weeks earlier and was therefore reprehensible to the University trustees.

Lindsey Warren presented the vote to Governor Scott, who instructed him to present the majority report to the appropriate committees of the General Assembly. Six of the Consolidated University trustees on the Warren Commission turned in a minority report, which reviewed the previous vote and restated its position. By this time, hostility existed within the commission between the Consolidated University and the Board of Higher Education and, to varying degrees, the regional universities, whose representatives had been so active within the Warren Commission.

The UNC board members, aware that separate boards of trustees would destroy consolidation, anticipated negative results, particularly for Chapel Hill and NC State, where the vital and most-expensive graduate and professional programs were located. On the other hand, Governor Scott had been receiving constant reports from Lindsey Warren, Watts Hill, Jr., Cameron West, and others, and he had developed the distinct notion that the trustees of the Consolidated University on the commission were trying to hold up its work so there would be nothing for the General Assembly to consider before the session ended. West, Hill, and Warren strengthened the governor's conviction that UNC commission members were so unyielding they would oppose any change that would threaten their control of the Consolidated University. Governor Scott became angrier; he grew more determined that a single board would be established during his administration and that it would be done in 1971. All of the components were in place for a bitter fight of gigantic proportions in the General Assembly. During the Warren Commission's meetings, President Friday had presented all the information requested about the Consolidated University's enrollment, budgets, programs, and services. He reviewed the authority and responsibility of the Board of Trustees as well as the University's organizational and administrative structure.

In early May, Governor Scott received the Warren Commission's report, along with the minority report. He thanked the representatives for their work and dismissed the commission. The minority report, signed by six of the nine members opposing the Warren Commission's report, was for the moment ignored.

The Warren Commission's report was delivered to the House and Sen-

ate Committees on Higher Education. Senator Russell Kirby chaired the Senate committee, and Representative Perry Martin headed the House committee. The governor instructed them that bills be written to implement the recommendations in the majority report for the establishment of a Board of Regents. One of the few changes made by the governor reduced the Warren Commission's recommendation of one hundred members to forty-seven. The board was to have coordinating authority to review budgets and make recommendations for planning. Within the committees it was immediately evident that the idea of a Board of Regents would provoke a divisive fight within the General Assembly. That body included many ardent supporters of the University; nearly half the members were alumni of Chapel Hill. The governor pressured the committees to prepare the bill for immediate introduction. In a fiery speech in Wilmington on May 18, Governor Scott insisted that the General Assembly take care of the problem of higher education during the 1971 session, although Lieutenant Governor Pat Taylor, Jr., and Speaker Phil Godwin had warned him that the session calendar would not permit its consideration.

While the bills were being prepared, Governor Scott had an ideal opportunity to make his position clear to the University Board of Trustees. The full board held its regular meeting on May 24, in the new building constructed just off the Chapel Hill campus and down the street from the Institute of Government. The new offices of the General Administration of the Consolidated University had been occupied only on May 13, and nearly all the board members were present for the first meeting in the new headquarters, which had been opened with ample ceremony. Governor Scott sent word that he wanted to meet with the executive committee, President Friday, and the staff of the General Administration in the executive conference room. The building was so new that it contained chairs but no conference table. The executive committee members sat in the chairs, and the members of the General Administration sat on sofas lined up against the wall. When everyone was seated, Governor Scott came in and sat on a credenza directly under a portrait of O. Max Gardner, the governor responsible for creating the Consolidated University in 1931. Scott was angry. He believed that representatives of the Board of Trustees serving on the Warren Commission had used stalling tactics to thwart his wishes. Bluntly, he informed the executive committee that he was recommending that the General Assembly adopt the majority report of the

Warren Commission and that he did not care whether the Board of Trustees liked it or not. He said he had enough Green Stamps—"whole cigar boxes full"—in the General Assembly to get the legislation passed. He reminded them that, as governor, he was statutory director of the budget. He threatened to make things very hard for the Consolidated University if the trustees tried to oppose him. After a few more remarks delivered in the same vein, he rose and left the room. The members of the executive committee were furious.

Scott's "Green Stamp Speech," in the opinion of Victor Bryant and Virginia Lathrop, served to unite the executive committee and the Board of Trustees in a determination to hold the Consolidated University together at all costs. The battle was now joined and would not be settled until one side or the other had won. The board, in defiance of the governor's threat, immediately went to work on the legislature to gather support for its position, as the governor had been doing for months. Its strongest argument was that the University of North Carolina and its consolidated structure had existed for forty years and was recognized as one of the state's most valuable assets. Lindsey Warren himself had referred to Chapel Hill, North Carolina State, and UNC-Greensboro as "the crown jewels of North Carolina." Why tear up something that had served the state so well for so long and replace it with some unknown entity?

The next day, May 25, Governor Scott addressed the General Assembly and recommended passage of the bills being prepared in the House and Senate Committees on Higher Education. He referred to the minority report signed by six University trustees in an openly derisive manner and urged quick passage of the bills. The bills were introduced three days later, on May 28. It was late in the session, and the General Assembly had a great deal left to do. No one wanted to take up such an explosive issue so late in the session. Furthermore, the legislators wanted time to think and to consult with their constituents. So the decision was made to postpone formal consideration of the bills until a special session could be called.

In June, in the effort to make certain that the Warren Commission's report did not become law, interested University trustees set up a lobbying group under the leadership of Jacob Froelich of High Point, which matched the efforts of the opposing forces throughout the interim.

The governor's retribution was not long in coming. In late June, during the regular session of the General Assembly, G. Andrew Jones, the state budget officer, appeared before the Joint Appropriations Committee with

the information that Governor Scott had made commitments totaling approximately $4 million. In order to obtain funds, the committee was forced to cut $2.5 million from the budget of the University of North Carolina by changing the budget equation establishing the number of faculty members at each institution. At that time, the Chapel Hill campus received budget for one full-time equivalent faculty member for each 13.8 full-time equivalent students enrolled. When that figure was changed from 13.8 to 14.5, it substantially reduced the number of faculty members at UNC–Chapel Hill. Before that time, and because of UNCA's special mission in higher education, it had been budgeted at one faculty member for each 14.5 students. This ratio was now changed to one faculty member for each 16 students, immediately reducing the budgeted size of the UNCA faculty by seven. At a small institution with little more than one thousand students, the removal of seven faculty members was a decided shock. At the same time, the Joint Appropriations Committee also significantly reduced the amount of money available for the purchase of library books. That was done just as UNCA was finally beginning to develop something approximating a satisfactory library for an undergraduate campus of its size. The following figures clearly demonstrate the significance of this budget change. They do not include library budgets for staff and other matters. They pertain only to the purchase of additional books. The expenditures for books for the library were as follows:

1968–69	$75,075.18
1969–70	$107,718.85, which included a special appropriation of $40,000.00 recommended by the Board of Higher Education
1970–71	$82,913.00
1971–72	$38,124.00
1972–73	$39,843.00

These actions dealt a severe blow to the hope of building an undergraduate program of distinction at the Asheville campus of the University, because the two imperative ingredients for a such a program are an adequate library and a well-qualified faculty. Many believed the General Assembly was simply following through on the threats that Governor Scott had made to the executive committee on May 24.

Simultaneously, the General Assembly greatly increased tuition for out-of-state students. Until then, the various institutions had had quite a bit of leeway in establishing their own out-of-state tuition rates and the num-

ber of out-of-state students they would accept. The prominence of Chapel Hill and NC State made those schools very popular all over the eastern half of the United States, and the General Assembly reasoned that out-of-state students should pay a substantially larger share of the cost of their education. In some instances, this amounted to a tripling of tuition rates. The increase reduced the number of out-of-state students attending UNCA, thereby reducing the additional funds we were receiving from their tuition.

Fortunately for UNCA, there was one bright spot in the General Assembly before it adjourned. We had originally asked for $1.5 million for a new building for the social sciences. The request had been cut out by the Advisory Budget Commission and the governor in the budget that was presented to the General Assembly. The regular session of the 1971 General Assembly was one of the longest on record, running well into July. On the last day of the session, Representative Claude DeBruhl and Senator Lamar Gudger, both on the Appropriations Committee, found an unallocated $950,000 and grabbed the money for UNCA's social sciences building. The amount was one-third less than we had requested, but it was a great deal better than nothing, and it was some solace from a session that had already hit us hard.

Before the General Assembly adjourned, the legislators agreed to reconvene in a special session the last week of October, although the governor tried to insist on a much earlier date. Frenzied maneuvering spread throughout the state, as opposing interests tried to influence the legislators. When the General Assembly established the special adjournment date, it was generally understood that it would take some kind of action when it reconvened. It was inconceivable that the legislators would schedule a special session for the purpose of reviewing only one bill and go home a week later without resolving the situation. Gradually, the trustees of the Consolidated University had begun to accept the inevitability of a single board, although they were still seriously concerned about its composition and responsibilities. President Friday, who was so close to all the elements involved in the restructuring movement, had at last convinced the majority of the Board of Trustees that it was imperative that it have a voice in whatever system emerged from the October session. After all, the campuses, faculties, students, and all of their activities would still be intact when the special session adjourned. The changes that would determine their futures would be made at the very top, and the Board of Trustees certainly needed to have a say.

Over the summer and early fall, the governor's office and the advocates of the Board of Higher Education continued to lobby mightily, and so did the forces of the Consolidated University. Throughout the regular session Representative John S. Stevens from Buncombe County carried a bill outlining the Consolidated University's position on restructuring higher education. Although it was never introduced, it carried fifty-four signators from the House, and a companion bill was circulated in the Senate. It was the opinion of Stevens and many other legislators that there were enough votes in the two houses to assure that, if the University could not prevail in its suggested changes, the plans pushed by the governor's forces for the Warren Commission's report could be blocked. Stevens and the other signatories judged the plans of the report to be highly detrimental to the whole system of higher education and particularly to the graduate and research institutions. The legislators realized that major compromises would need to be made. In the prevailing circumstances, it was obvious that changes would be made. The premise of the proposed bill that Stevens carried was President Friday's considered judgment from the beginning of the conflict that the most practical solution would be the gradual assimilation over a two-year period of the other institutions into the established University system under the supervision of the experienced General Administration.

The companion bills, House Bill 1456 and Senate Bill 893, as written, would deconsolidate the University, establish an appointed Board of Regents, whose number had begun at one hundred but was later reduced by the governor, first to forty-seven and then to twenty-five. Although it would be a stronger board than that envisioned by the Warren Commission's majority report, it would still be a coordinating authority. For all practical purposes, it was a much-expanded version of the Board of Higher Education. The Board of Regents would be chaired by the governor and would appoint a thirteen-member board of trustees for each institution. In the estimation of the Consolidated University forces, the bill would be a prescription for a monumental political scramble for funding and programs, a situation that could spell disaster for higher education. It made little provision for the central board to control programs, budgets, or most personnel decisions, leaving most of those matters within the broad powers of the sixteen institutional boards. The existence of a University of North Carolina was a requirement of the state constitution, so the central board would be called the Board of Regents of the University system.

The General Assembly reconvened in special session on October 26. Subcommittees met over the summer to study the issue. The House and Senate Committees on Higher Education met first to make changes in the original bill. Cognizant that the companion bills faced almost certain deadlock, the committee made substantive changes. President Friday consistently advised that any central board must be strong enough to govern the institutions without argument over its authority. The committees made provisions for increased powers for the central board, and as a compromise between the University forces, which wanted a much larger, stronger board to protect the interests of the greater responsibilities of the consolidated campuses, and the regional universities and advocates of the Board of Higher Education, all of which feared being swallowed up by the historically more powerful University of North Carolina, the number of board members was raised from the governor's figure of twenty-five to thirty-two members. When the public hearings and the work of the full General Assembly began, it was the committee's substitute bill, not the original bill, that was debated.

During the hearings, attended by almost every legislator, the atmosphere grew heated as speakers promoted their views. The ambitions and apprehensions of the regional universities and the Board of Higher Education were apparent; the governor's position was stated in forceful terms. While there was respect for Governor Scott's power, the programs and accomplishments of the senior institutions were paramount to those speaking for the position of the University, and they were determined to preserve the programs. The legislators were uneasy over the dimensions of the problem they had convened to solve. The delegations from the newly added institutions at Charlotte, Asheville, and Wilmington were adamant that no harm should come to the University of North Carolina. There were overtones of an urban-versus-rural fight, particularly in the east and in the far western counties, since the University was now ensconced in the largest population centers. The governor's forces, including the Board of Higher Education, whose membership was made up to a large degree of trustees of the regional universities, were determined to break the power of the University Board of Trustees.

When the General Assembly began work on the committee's substitute bill, amendments were considered, voted up or down, then reconsidered, and the legislation was shuttled between the two houses, each seeking concurrence in its amendments. A major point of contention was the allocation of seats. The governor's forces had decided on fifteen seats for

the Consolidated University, fifteen for the regional universities, and two for the Board of Higher Education. No seat was reserved for the North Carolina School of the Arts. The University forces, faced with the majority of the enrollment and the vast preponderance of graduate and professional programs, insisted on at least half the seats. A majority of the Senate inclined toward the governor's position on the allocation of seats, but two amendments that greatly weakened the governor's control over the proposed board were quickly accepted by the Senate. Offered by Senator Lamar Gudger of Buncombe, the first eliminated the governor's power to appoint members to the new board, and the second provided that the members be elected by the General Assembly, half by the House and half by the Senate. The bill went to the House for concurrence but was recalled for a Senate vote on additional changes. Meanwhile, John Sanders, director of the Institute of Government, at the instigation of worried legislators, was churning out amendments in an attempt to create a workable arrangement.

When the House received the legislation again, late on Friday, October 29, it was for consideration of the bill as amended by the Senate on the makeup of the board. The Senate had failed to agree to the House version on the allocation of seats, sixteen for the University and sixteen for the other institutions. The Senate had amended the section to read that the board would be made up of fifteen members from the University, fifteen from the regionals, two from the Board of Higher Education, and, reflecting pressure from the Winston-Salem delegation, one temporary seat for the North Carolina School of the Arts.

Here occurred one of those extraordinary coincidences that produced enormous results later and was in no way planned or even foreseen. The Buncombe area delegation in 1971 was made up of Senators I. C. Crawford and Lamar Gudger and Representatives Claude DeBruhl, Herschel Harkins, and John S. Stevens from Buncombe County and Hugh Beam from McDowell County. All had remained unwavering supporters of the University and UNCA throughout the special session. Just before the House vote, Representative Stevens was in a small room in the basement of the General Assembly Building, conferring with a group that included Representative Ike Andrews, floor manager for the University forces, Chapel Hill's Chancellor Ferebee Taylor, John Sanders, and Representatives McNeil Smith and George Miller. Stevens interpreted their remarks to mean that University forces had gathered every vote they could, had fallen short, and that the legislation as amended by the Senate would pass.

The reasoning seemed to be that further efforts to fight might only widen the dissension, to the detriment of the quality of higher education that they were trying to protect. Stevens went up into the House, having decided that if the amended committee substitute was going to pass, he might as well be with the majority in order to have some influence with that group later on. So he voted to accept the amended version, much to the consternation of his colleagues. The House concurred with the Senate by a vote of 55–51. Representative Stevens and others recognized two things instantly. First, a change of a few votes would reverse the House's position, because the tiny margin of four indicated that the House was deeply divided. Second, any system of higher education supported by such a slim margin after so much effort would find it very difficult to be effective.

Inasmuch as Stevens had voted with the majority, he could move for reconsideration, which he did just as soon as enough members had agreed to change their vote. The motion to reconsider ended in a tie, which was broken by Speaker Phil Godwin, who ruled that the motion had failed. It was clear when the House adjourned for the evening that the legislators faced a deadlock. Those members who considered that the governor's forces had won were quickly disabused of the notion that the fight was over. The tie vote set into motion a night of intensive negotiating to hammer out a settlement for a system of higher education that would provide the state with a representative board responsible for planning, coordinating, and, above all, governing. Legislators worked through the night for workable compromises to achieve those ends and to preserve the legal entity of the University of North Carolina. The work involved the abolition of both the one-hundred-member University Board of Trustees and the Board of Higher Education, the source of the two swing votes anticipated by Governor Scott. The legislators proceeded on the indisputable logic that if the General Assembly was going to restructure higher education and form one central board, that board must have sufficient statutory authority to do the necessary work and end the questioning about where authority lay.

On Saturday morning, Representative Jim Ramsey's motion to reconsider the 55–51 vote of the previous evening passed by one vote, and Representative Stevens immediately moved to recall House Bill 1456 from the enrolling office. The margin of Stevens's motion increased the shift by an additional vote. On a third procedural vote, the margin of the

shift increased to six votes. A motion that the House rescind its concurrence with the Senate amendment on the allocation of seats was followed by one asking that a committee of conferees be chosen to meet jointly with a Senate committee to work out differences between the two houses.

Representative Perry Martin, chairman of the House Committee on Higher Education, had guided the writing of the House bill and had been the floor leader for passage of the legislation. When Ramsey's motion to reconsider passed by one vote, Martin realized the forces of the governor and the advocates of the Board of Higher Education had been outlobbied. After watching the increasing shift for a few minutes, he rose to support the call for the appointment of conferees. The motion passed by voice vote.

The House recessed long enough for a joint House-Senate committee to incorporate changes worked out by members of both houses the previous evening and to make the positions of both houses parallel. Friday night's concentrated activity had been worthwhile. By late morning, legislators had worked out an agreement that everyone could accept, and this time there would be no question about the will of the General Assembly. There were only three dissenting votes in the House, and there were no votes against it in the Senate.

Occasionally while the Warren Commission was meeting, there had been some talk about a "super board," but it had never amounted to more than a brief discussion. President Friday had convinced the executive committee and the other members of the Board of Trustees and the legislators that if the state was to have one board for higher education, that board must have statutory authority for governance of the institutions. The governor was disappointed to have lost much of his ability to influence the new board, but he had gotten what he could accept—a central board responsible for all of higher education. And although that had not been its first choice, the University of North Carolina could accept a governing board with full authority.

The initial board would include sixteen members from the Board of Trustees of the Consolidated University and sixteen from the other institutional boards, including the School of the Arts, with the number of representatives based on the size of enrollment of each institution. Those members would serve terms ranging from 1973 through 1979, the length of their terms to be determined by lot or other acceptable means. The Board of Higher Education would be abolished, and its staff and budget

would be merged with that of the General Administration. The Board of Governors would have one transitional year, from July 1, 1972, to June 30, 1973; for that year there would be two nonvoting members chosen from the eight members-at-large of the expiring Board of Higher Education. The governor would serve as ex officio chairman until January 1, 1973, when the elected chairman would preside over the board. After June 30, 1973, the two nonvoting members would no longer attend the meetings. The Board of Governors would meet no less than six times annually.

Beginning in 1973, eight members would be elected every two years by the General Assembly, to serve for eight-year terms, with the Senate choosing four members and the House of Representatives choosing four. Beginning with the Senate elections in 1973, and in the House elections in 1975, each house was instructed to elect every four years at least one woman member, at least one minority-race member, and at least one member of the largest minority political party represented in the General Assembly. As of July 1, 1973, no member of the General Assembly, officer, or other employee of the state or of any constituent institution or his or her spouse could serve on the Board of Governors.

The regional universities and the North Carolina School of the Arts would continue under their own names, and for the year of transition would retain their own boards of trustees. The one-hundred-member Board of Trustees of the Consolidated University, whose powers would pass to the Board of Governors, would be divided. After sixteen members had been chosen by that board as members of the Board of Governors, the other eighty-four would be divided to constitute a board of trustees for each of the six institutions that had been the Consolidated University. When the sixteen members were chosen, they constituted almost an exact roster of the old executive committee. The boards of trustees at each institution would be reconstituted on July 1, 1973, and each of the sixteen would receive a new board, including four members appointed by the governor and eight appointed by the Board of Governors. The thirteenth member would be the institution's president of student government.

The institutions would lose the identification of "regional" or "Consolidated." They would bear the legal definition of "constituent institutions" of the University of North Carolina, all governed by the Board of Governors. The board would elect its own officers. The president of the University of North Carolina system would be elected by the board, and he

would be the chief academic officer of the University, empowered to choose vice-presidents and other staff. The General Administration, the only entity with extensive experience in operating a multicampus system, would remain intact, and its work would go on in the ample building recently constructed in Chapel Hill. The Board of Governors was instructed to expand the *Code of The University of North Carolina* to take into account the practices and needs of all the constituent institutions.

Given all the issues and struggles that preceded the final compilation of the legislation, House Bill 1456 was a masterpiece of accomplishment. A truly well-coordinated and well-directed system of higher education that would serve the entire state was finally possible. The legal provisions concerning the Board of Governors were codified in the 1971 General Statutes and extended for seventeen pages. Very few changes have been made in fifteen years, and none has diminished the powers of the board. The powers and responsibilities of the Board of Governors quoted below are the language found, without later amendments, in the Session Laws 1971, chapter 1244:

> § 116-11. "Powers and duties generally."—The powers and duties of the Board of Governors shall include the following:
>
> (1) *Planning and development*: The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, subject to the powers and responsibilities given in this Article to the boards of trustees of the institutions. . . .
>
> (2) *Governance*: The Board of Governors shall be responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions. For this purpose the Board may adopt such policies and regulations as it may deem wise. . . .
>
> (3) *Functions, educational activities, and academic programs*: The Board shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the types of degrees to be awarded. The powers herein given to the Board shall not be restricted by any provision of law assigning specific functions or responsibilities to designated institutions, the powers herein given superseding any such provisions of law. The Board, after adequate notice and after affording the institu-

tional board of trustees an opportunity to be heard, shall have authority to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative.

(4) *Officers*: The Board of Governors shall elect officers as provided in G.S. 116-14. Subject to the provisions of Section 18 of this Act, the Board shall also elect, on nomination of the President, the chancellor of each of the constituent institutions and fix his compensation. The President shall make his nomination from a list of not fewer than two names recommended by the institutional board of trustees.

(5) *Institutional personnel*: The Board of Governors shall, on recommendation of the President and of the appropriate institutional chancellor, appoint and fix the compensation of all vice-chancellors, senior academic and administrative officers and persons having permanent tenure.

(6) *New institutions*: The Board shall approve the establishment of any new publicly-supported institution above the community college level.

(7) *Tuition and fees*: The Board shall set tuition and required fees at the institutions, not inconsistent with actions of the General Assembly.

(8) *Enrollment levels*: The Board shall set enrollment levels of the constituent institutions.

(9) *Budget*:

a. The Board of Governors shall develop, prepare and present to the Governor, the Advisory Budget Commission and the General Assembly a single, unified recommended budget for all of public senior higher education. The recommendations shall consist of requests in three general categories: (i) funds for the continuing operation of each constituent institution, (ii) funds for salary increases for employees exempt from the State Personnel Act and (iii) funds requested without reference to constituent institutions, itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas.

b. Funds for the continuing operation of each constituent insti-

tution shall be appropriated directly to the institution. Funds for salary increases for employees exempt from the State Personnel Act shall be appropriated to the Board in a lump sum for allocation to the institutions. Funds for the third category in paragraph a. of this subdivision shall be appropriated to the Board in a lump sum. The Board shall allocate to the institutions any funds appropriated, said allocation to be made in accordance with the Board's schedule of priorities; provided, however, that when both the Board and the Advisory Budget Commission deem it to be in the best interest of the State, funds in the third category may be allocated, in whole or in part, for other items within the list of priorities or for items not included in the list.

c. The Advisory Budget Commission may, on recommendation of the Board, authorize transfer of appropriated funds from one institution to another to provide adjustments for over- or under-enrollment or may make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions.

(10) *Collection and dissemination of data*: The Board shall collect and disseminate data concerning higher education in the State. To this end it shall work cooperatively with the Department of Community Colleges and shall seek the assistance of the private colleges and universities. It may prescribe for the constituent institutions such uniform reporting practices and policies as it may deem desirable.

(11) *Private colleges*: The Board shall assess the contributions and needs of the private colleges and universities of the State and shall give advice and recommendations to the General Assembly to the end that the resources of these institutions may be utilized in the best interest of the State. All requests by private institutions of higher education for State assistance to the institutions or to students attending them shall be submitted first to the Board for review and recommendation before being presented to any other State agency or to the General Assembly.

(12) *Advice and recommendations*: The Board shall give advice and recommendations concerning higher education to the Governor, the General Assembly, the Advisory Budget Commission and the boards of trustees of the institutions.

(13) *Delegation of authority*: The Board may delegate any part of its authority over the affairs of any institution to the board of trustees

or, through the President, to the chancellor of the institution in any case where such delegation appears necessary or prudent to enable the institution to function in a proper and expeditious manner. Any delegation of authority may be rescinded by the Board at any time in whole or in part.

(14) *Reserved powers*: The Board shall possess all powers not specifically given to institutional boards of trustees.

In light of the events of 1971, UNCA had to reevaluate its basic role as an institution. Other campuses had to change their methods for receiving approval and funding for their programs, but they did not have to reexamine their basic institutional missions. The changed faculty-student ratio at UNCA reduced the strength of the faculty. The library appropriations were significantly reduced. UNCA's relationship with Chapel Hill, UNC-Greensboro or NC State was now in no way different from its relationship with any of the other fifteen institutions. Furthermore, support for the idea of a small, high-quality liberal arts college with an innovative posture and more expensive programs, as reflected in faculty strength and faculty salaries, had vanished. To make the situation more complex, Western Carolina University was expanding at Oteen with undergraduate courses in virtually all fields.

There was only one viable solution. UNCA must work to preserve the sound educational foundation it had begun. At the same time, it would be necessary to expand the curriculum and to include degree programs that would strengthen enrollment and attract students who would otherwise not come to UNCA. That meant that career-oriented degree programs would have to be added to the classic liberal arts course of study. During 1972 and 1973, there were constant discussions with and among the faculty, the senate, the students, and the board of trustees. Internal discussion became intense from time to time, as traditionalists failed to understand that changes in higher education in North Carolina made it impossible for UNCA to continue exclusively in the classic liberal arts tradition. By 1972 and 1973 students were seeking alternatives, and there was no support from the Board of Governors or the General Administration to continue. However, we had made significant strides in what we considered one of the highest goals of education—to provide students with a sound education, aimed not at a particular vocation or career but at improving their ability to lead full, productive, and socially responsible lives, as well as to work at a trade or profession.

At one of the regularly scheduled faculty meetings in the fall of 1972, I formally introduced an analysis of the problem, stating that we had to make changes of vast proportions, including expanding our enrollment and programs, as well as adding certain degree programs, to protect the viability of the institution. This viewpoint set off a series of furious discussions that lasted for months. It was discussed by the UNCA Board of Trustees, in the community, and on the campus. Emotions ran high, and we finally called a public meeting in early March 1973 for all interested students, faculty, and townspeople to openly discuss the future direction of the University of North Carolina at Asheville. The meeting was held in the Carmichael Humanities lecture hall. While opponents of change in any form attended, there were considerably more who recognized the need for flexibility and the necessity of expanding the UNCA curriculum.

The UNCA Board of Trustees met on March 9. The motion was made that the university reconsider its mission and seek the inclusion of career-oriented courses that could be made compatible with the existing basic liberal arts program. The motion passed with only one negative vote, cast by Ray Gasperson, the president of the Student Government Association, who was closely associated with a group of students and some faculty who firmly believed the existing liberal arts program should remain intact. There was no question in the minds of most people, however, that if UNCA was to remain a separate, distinct, and viable institution, it would have to retain as much as possible of the general education curriculum and the major fields of study, incorporating other programs that could be strengthened by the great liberal arts tradition growing since 1963.

Our position regarding expansion of the curriculum had been made clear in the fall of 1972 during a trip to Chapel Hill. Vice-Chancellor Riggs and I were accompanied by two leading members of the Faculty Senate, Professor Walter Boland in sociology and Professor Gene Rainey in political science. General Administration was holding similar meetings with all sixteen campuses as they prepared for the full changeover on July 1, 1973. We discussed our tenure program and also reminded principal officers at General Administration of the attitude of the Board of Higher Education in 1964. We pointed out that the document written by Dr. Arnold King, which served as the basis for including UNCA in the University of North Carolina, had clearly and unequivocally stated that UNCA would be a liberal arts college. We added that we understood the changed situation. President Friday made clear to us that our original mission could no longer be supported. The events of 1971, including the

changed faculty-student ratio and the cut in library appropriations, indicated that our goals were no longer acceptable to the General Assembly. Our meeting with President Friday was reported on the campus and acted as a determining factor in helping people redirect our mission as an institution.

C H A P T E R 1 0

A Time of Troubles – A Time of Progress

Although new ideas about the institution and its mission mushroomed in the years between 1972 and 1978, it would be fitting to call those years a time of trouble. In spite of the growth and obvious improvement in many areas, it was, nevertheless, a period of apprehension. It is not difficult in retrospect to understand what was happening, although at the time it was often frustrating.

The primary reason that Asheville-Biltmore College merged with the Consolidated University in 1969 was to protect the special purpose approved for the institution by the Board of Higher Education and by A-B's board of trustees. From 1963 through 1970, this decision had been supported budgetarily by recommendations of the Advisory Budget Commission and appropriations from the General Assembly. The goal was to be a liberal arts college that stressed quality and innovation. But after restructuring, UNCA was one of the sixteen constituent institutions of the University of North Carolina, and each one had the same relationship with the General Administration. We needed to find a role for UNCA that would be consistent with what we had already done, and at the same time we needed to learn to work on a limited budget with the new procedures for establishing necessary programs and generating the appropriations to fund them.

The results of the 1971 General Assembly, both the regular and the special session that established the new Board of Governors, had altered significantly many of the important aspects of UNCA. The change in the

faculty-student ratio decreased the size of the faculty, and the reduction of the library budget was devastating. The library barely met the needs of the campus community as it was, and it needed extra money to build to an acceptable standard. Since an adequate FTE base did not exist, UNCA could not function effectively on a formula basis of so many dollars for so many students. The full-time equivalency figure for any campus of the University of North Carolina system is the sum of all full-time and part-time students enrolled. Full-time students are those taking a minimum of twelve credit hours, and each one counts as a whole number. Anyone taking up to nine credit hours is considered three-fourths of a student, and those taking up to six credit hours are counted as halves. A student carrying only three hours is considered one-quarter of a student. A larger, older institution with an established library might be able to function on that formula, but a new institution just getting started could not.

The sudden and significant increase in out-of-state tuition charges had a severe impact on the campus. Most of the students attending UNCA came from Asheville and the immediate vicinity, and even though they might be excellent students doing exemplary work, they needed the stimulus of constant exposure to ideas from elsewhere and to students from different backgrounds. That was part of the broadening process we considered inherent to the workings of a liberal arts college. We could not alter events, but we could focus on learning to live with the changed situation. We began by listening to the students' perceptions of the institution's strengths and weaknesses.

The committee on more effective teaching was a joint student-faculty group that was active during 1971 and 1972. The members proposed that one day be set aside for an all-campus conference to review the present state of UNCA in relation to its original goals. The conference would focus on such topics as educational programs, teaching-learning methods, student-faculty-administration relationships, the quality of campus life in general, and any problem areas with opportunity for improvement. The conference was held on May 10, with concurrent sessions scattered in classrooms all over campus. Surprisingly, there was very little absenteeism. The students moved around to the various meetings, taking part in the discussions or sitting and listening to the exchanges. The day was well structured, with faculty members and knowledgeable students in place for each one of the sessions. It was an opportunity for everyone to examine the institution and ask questions—in particular, about the implications of

the new system, the existence of a Board of Governors, and the events that had occurred as consequences of restructuring. The conference ended with a meeting in Lipinsky Auditorium, where the chairperson from each session reported on what had taken place. We knew there were certain problems that would arouse the students, such as parking, attendance requirements, and food service, but this meeting went far beyond perennial complaints, raising significant questions about new degree programs, degree program requirements, and the availability of faculty and administrative advising. Many of the suggestions made that day gradually came about, although some were clearly impossible because they entailed new buildings, programs, or facilities for which we had no funding, but the conference gave us the opportunity to explain to the students how the budget and appropriations processes worked.

The basketball team began the season with the Sixth Annual Optimists Club Tip-off Tournament. The Bulldogs won the first game over High Point but lost the final game to Gardner-Webb. The team was playing without Mickey Gibson or Jim McIlheny, and the record was not quite as good as it had been in previous years.

We attempted dialogue with President Alex Pow of Western Carolina University concerning the courses being offered at Oteen, but his letter to me dated September 17, 1971, stated that WCU would continue to offer undergraduate liberal arts courses at Oteen Center.

As one result of the increasing impetus to include students on committees that had been occupied only by faculty, we established a large committee during 1971 and 1972 composed of faculty, students, and administrators to try to develop what we called an instrument of governance. The purpose would be to establish clearly defined methods of adjudicating disputes, provide for a clear-cut decision-making process, and institute courts that would have jurisdiction over the type of infractions one finds on a college campus, such as illegal parking, speeding, unacceptable behavior at social functions, cheating, and destruction of state property. The proposed instrument of governance would also provide planning groups for academic matters, as well as social and noncurricular activities. Another aim was to bring the faculty, students, and staff together in trying to make campus decision making more reflective of the needs and interests of all of the constituencies. Dr. Shirley Browning was made chairman of the committee, and subcommittees were formed to look at various particulars. In the spring of 1972, the time came to vote on the instrument of gover-

nance. The committee wanted to make it clear that if the measure passed it should, without question, be supported by all of the groups on campus. Therefore the committee ruled that the instrument of governance would not go into effect unless it was approved by a two-thirds vote of each constituency. There was some opposition regarding the measure and, when it went to the faculty, it failed to receive the required two-thirds support by the slim margin of one vote, even though it had considerably more than a two-thirds majority on the part of the students and staff. This result necessitated some rethinking and realignment among representatives of the various committees. The central committee reduced the number of student representatives by one and added one faculty member. That change shifted the balance, but it still provided for substantial student participation. This time the proposal received more than a two-thirds vote of the faculty but did not receive even a majority of the student vote. The result was that the year-and-a-half-long effort to establish a campuswide system of governance in which all the constituencies would be involved failed because of territorial jealousy between the faculty and the students.

Whether or not the instrument of governance would have worked we will never know. It was an effort to engage the students and faculty more effectively in the life of the institution, and we had made as good faith an effort as could have been made. Such a system could not be administratively imposed. It would have to be freely supported by all of the constituencies. Its failure left us somewhat in limbo. It was necessary to continue the method of managing the campus that had developed over the years, with the administration continuing its role and with the faculty speaking through the Faculty Senate and voting on those matters that the faculty considered its prerogative, particularly in the formal academic sense. That left the student government to run student affairs pretty much as its members wanted, without any guidance from the faculty. What eventually led to an entirely new method of using and distributing student funds began in the fall of 1971, when the Student Government Association decided not to provide any funds for the special programs committee for the academic year. Members decided to use those funds to bring the speakers they chose to the campus, and they did not want the special programs committee to play a role in the process. This decision marked the beginning of controversy over the method of controlling student activity funds that went on for several years before it led to a completely new arrangement for the use of such funds.

In August 1972 the *Asheville Citizen* published an article with a large headline proclaiming that the UNCA faculty salary scale was at the top of all public institutions in the South. That was information based upon the annual report made by the American Association of University Professors. The qualification was that it pertained only to baccalaureate degree institutions, not to those that offered master's or doctoral degrees, and there are not many such institutions in the entire South. The salary scale was the result of our ability at UNCA to retain ten-month salary contracts for the faculty, even though we had been required to cut back the length of the academic year to nine months shortly after we became a campus of the University. The General Administration was quite aware of the disparity in salaries, but we were able to persuade its members that the faculty should not be penalized, since they were doing excellent work. Though it was fine for faculty recruiting, the news did not help UNCA much locally because so many people wanted immediate expansion of the curriculum and did not see that happening. What people did not understand was that the salary ranking would be temporary or that, with the new Board of Governors assuming full authority over all programmatic decisions, changes could no longer be made at the local level. The board had to evaluate all sixteen institutions before it could begin to deal with the individual institutions' needs for improvement.

One of the first actions the Board of Governors took was to ask for a complete inventory of all degree programs and special education activities at each of the sixteen campuses. The members put a freeze on approving any new degree programs or additional educational programs at any campus until the inventory had been completed and until a long-range plan had been developed by the board for the entire state and for each of the constituent institutions. So even though there was a great deal of community and campus support for a broader curriculum, we were prevented from pursuing that until we had gone through the planning process and had presented our statement as to what we wanted to do for the next five years and received the board's permission. It was difficult to explain these restrictions to a public eager for immediate program expansion.

When the local board met for the first time in the summer of 1972, the members elected Bruce A. Elmore as chairman. Elmore had been a member of the Asheville-Biltmore board of trustees from 1963 until the merger with the University in 1969.

The 1972–73 academic year brought several new faculty members to

the campus who would remain for years and work into positions of considerable influence. Among them were Dr. Marcel Andrade in Spanish, Dr. Phillip Cranston in French, Dr. Deryl Howard in philosophy, and Dr. Milton Ready in history. Several administrative appointments were also made: Ed Harris was made director of alumni relations, in addition to his other duties, and Dr. George Kramer was named director of institutional research. Also, after the retirement of Jackson Owen, Dr. Howard Rosenblat was made director of testing, counseling, and advising. Paul Thomas Deason became dean of students, Alice Wutschel was appointed associate dean of students with special responsibility for women, and Mary Gilpin was named residence hall coordinator. Joseph Parsons of the mathematics department retained his title as dean of men.

After two years of activity, the little radio station in the Lipinsky Building that was broadcasting downstairs to the cafeteria and to the dormitories, began to get more support from the Student Government Association. The long-range plan was to get approval from the Federal Communications Commission for an educational FM station of 10 watts that could be heard in downtown Asheville and part of the county.

In November 1972 the first women's basketball team was formed through the leadership of two students, Sandra Rogers and Rhonda Stewart. The team started with seventeen women who had never played basketball before, but they played Warren Wilson College and won. The funds available to them were extremely limited, and few people at that time bothered to attend any of the games. However, the women's basketball team would soon become recognized as an intercollegiate activity and would have access to the intercollegiate athletic fund.

In January 1973 we were able to secure the services of Dr. Claude Steen, who became the first campus doctor. The infirmary had been completed, but heretofore we had had only a nurse. If anyone needed a doctor we had to send him or her off campus. Dr. Steen took sick call between eight-thirty and nine-thirty on Monday, Wednesday, and Friday mornings, and he helped to establish a service that kept pace with increasing enrollment figures.

The black students on the campus wanted their own organization and soon developed a group recognized by the Student Government Association as the Black Students Association. One of the group's first activities was to organize Black Awareness Week in March 1973. Bobby Brown was president of the BSA, and Audrey Byrd, who later went on to the Harvard

University School of Law, was vice-president. Also in 1973 Sandra Kilgore became the first black student to be elected homecoming queen.

At that time there were still no black faculty members at UNCA, but there was considerable interest in special courses about the black experience in American history. In the spring term, Dr. Ellis Shorb offered a course on black literature, and Dr. Milton Ready offered a course on black history. The black students made it clear that they would not be satisfied until special courses on the black experience were taught by black faculty members, who they felt could speak with more understanding and effectiveness. The well-known black poet Nikki Giovanni spent four days on campus during Black Awareness Week reading her works and talking with students. She and Harrison Salisbury of the *New York Times* were probably the best known people to visit the campus that semester.

In the fall term, events demanded that we continue reevaluating the way student funds were expended under the direction of the Student Government Association. Ray Gasperson, president of the organization, suspended student fees to the *Summit* because the SGA did not appreciate the negative reaction that the students had given to the rather tasteless and, to many, openly offensive 1971–72 annual. The issue of student funds would become more acrimonious once it spilled over into a controversy between the Student Government Association and the campus newspaper, the *Ridgerunner*. Student newspapers must, of necessity, remain independent rather than serve as the house voice of student government. The *Ridgerunner* frequently criticized the SGA, which, in turn, kept threatening to withhold fees from the newspaper.

With the limited enrollment, the funds available for many projects were also limited, particularly in the area of intercollegiate athletics. Coach Robert Hartman was concerned about providing funds for basketball, the only sport that had any kind of support either on or off campus. At this time, the debate began about sharing athletic money to provide for women's intercollegiate teams. The search for equitable distribution of the athletics budget would become constant as enrollment increased.

Suddenly the routine of the campus was shattered by the most tragic event ever to occur at UNCA. Sunday, April 15, was a beautiful, sunny day. The students who had been cooped up in dormitories and apartments during the winter months were out in full force, enjoying the warmth of spring. One of the dormitory students was Virginia Olson. She was a sophomore who had just returned from a forensics trip to Pfeiffer College

two weeks before. Traveling with the debate team, she, Lynn Hyde, Betsy Davidson, and Janie Fishburne had been successful contestants in interpretive reading and drama. Olson was becoming interested in drama and showed signs of a promising talent. She was a popular girl, and everyone called her Ginger. In the middle of the afternoon, Ginger Olson, book in hand, walked across W. T. Weaver Boulevard and climbed up the little hill overlooking the botanical gardens and part of the campus. Obviously she wanted to sit alone for a while and enjoy the view of spring. At least a hundred people were wandering through the botanical gardens just across the street. Several hours later a young boy walking through the area found her mutilated body in some nearby bushes. She had been raped and stabbed to death. News of Ginger Olson's murder created panic on the campus. There were no definite clues as to the identity of the person who had perpetrated such a hideous crime. Every male without an ironclad alibi was a suspect. Ginger's parents, who were on vacation, were finally found late in the evening in Missouri. By Monday the institution was virtually paralyzed. On Tuesday morning, all classes were canceled and a memorial service was held in Lipinsky Auditorium. There was not an empty seat in the house. Although her parents took her home to be buried, the shock and fear remained. It became clear that some step had to be taken to calm the students. The following Sunday was Easter, and we regularly scheduled Easter Monday as vacation. I met with Vice-Chancellor Riggs and the department chairmen in an emergency session, pointed out that little learning was taking place, and asked their opinions about closing the institution for several days so the dormitory students could go home. We hoped that they would be calmed down by the time they returned and that by then the murderer might be identified and apprehended. We closed several days early and had an unusually long Easter vacation. To this date, Ginger Olson's murder remains a mystery. During the tragic episode, Deborah Grier, one of the dormitory proctors, showed a strength of character and a sensitivity not commonly found in such a situation. Dee was as deeply hurt by Ginger's death as were all her other friends, but she proved remarkably helpful in warding off open hysteria among the frightened young women. The school considered itself fortunate that she and her husband, Charles James, returned to teach after pursuing their higher academic degrees in literature and chemistry.

Though it could not be said that campus life returned to normal after such a tragedy, the students did their best to put it behind them sufficiently to finish their year's work, and the seniors prepared themselves for

graduation. The 1973 graduating class had as its principal speaker Roy A. Taylor, a member of the first graduating class, of 1929, who was at that time serving his sixth term as a member of Congress. It was the third time he had been called upon to address a graduating class, but the first occasion for him to address the four-year school.

It was clear during the mid-seventies that the faculty at UNCA could not do anything to influence the Board of Governors or the legislature. The result was that anxiety turned inward. One could see the formation of various cliques of faculty members who shared viewpoints and interests. It was a matter of great concern, in spite of our understanding that it was a normal human reaction to what seemed like threats from the outside and an uncertain future. Some of the faculty and students opposed bitterly the inevitable changes, particularly after March 1973, when the Board of Trustees took the necessary action that significantly broadened the base of the institution's mission. Most of the faculty members understood that the situation had changed significantly; it was not restructuring alone that mandated changes. The prospective students and the whole community were becoming increasingly insistent that UNCA must include more career-oriented programs in its curriculum. While the majority wanted to retain as much of the liberal arts posture as possible, they were willing to accept change and welcomed a significant broadening of the institution's role.

The new board of trustees specified by restructuring came into being on July 1, 1973. The new governor, James Holshouser, the first Republican elected in the twentieth century to that office, made his four appointments, and the Board of Governors had made its eight choices for what would now, with the addition of the president of the SGA, become the new board of trustees. We welcomed the return of several veteran members, three of whom were elected officers. G. Hoyle Blanton, Jr., of Forest City was made chairman, Dr. Francis Buchanan of Hendersonville vice-chairman, and Bernard Smith secretary. Among the new members who would be of tremendous assistance were Garza Baldwin, Jr., Cary Owen, Julia Ray, and Maurice Winger, Jr., of Asheville, and Dr. Frell Owl of Cherokee. The Board of Governors, in revising the *Code* of the University, had limited the area of responsibility for the individual boards of trustees. Though the group retained a great deal of authority, it became an advisory and recommending body in matters of budget, program, mission, top administrative personnel, and tenured faculty.

Soon after the end of its transitional year, during which the board had

revised the existing *Code* to serve the needs of the sixteen constituent institutions, the Board of Governors requested that each campus prepare regulations and procedures consistent with the amended *Code* in all matters related to faculty personnel procedures. This was an extremely important issue. Although certain principles had to be followed by all institutions, the Board of Governors realized that one single system would not work for such diverse campuses and that the individual institutions should have some voice in the procedures. UNCA had been following the old *Code of The University of North Carolina* since the merger on July 1, 1969. Although we did not anticipate significant changes, the revisions necessary for UNCA to satisfy the Board of Governors relative to the *Code* unfortunately became a subject of rather intense debate on the campus. A committee was established in 1973, and we adopted a set of guidelines for appointments, tenure, and related matters using the revised *Code* and the system and procedures we had been using in the past. Systems at large campuses were not suitable for UNCA because we had so many two- and three-person departments and there were no senior faculty members. After discussing this situation with the General Administration, a new committee, representative of the faculty and selected from its tenured ranks, was established as a consulting and recommending body. The committee of the tenured faculty was intended to perform for the entire institution what the senior faculty did for the departments at the larger and older institutions. The new set of guidelines was satisfactory to me and to the Board of Trustees, but Chapel Hill rejected the document and asked us to start over again, particularly in terms of defining the function of the committee of the tenured faculty.

The General Administration refused to accept that degree of responsibility for a faculty committee. That group insisted that the recommendation for reappointment, promotion, and appointment to permanent tenure should be made first by the department chairman, second by the chief academic officer, and finally by the chancellor. The committee of the tenured faculty could consult with the vice-chancellor for academic affairs, but it was not to be allowed the authority of separate recommendation. This arrangement caused considerable anger within the faculty, because their role in the process would be diminished, and it came on the heels of the widely accepted set of guidelines that we and the Board of Trustees had approved. This particular complication lasted for a couple of years and was a source of discontent, although everyone understood the necessity of a tenure program and procedures for making decisions that would

be acceptable to the General Administration and the Board of Governors. Either we would have such a procedure or we would have no system of tenure at all.

The Board of Governors asked each of the sixteen campuses to develop a five-year plan to describe what the institutions should be doing between 1975 and 1980. Beginning in 1973 we concentrated our time and effort on considering and documenting all the things we felt must be added for a broader-based curriculum. It is necessary to remember that one of the first major actions taken by the Board of Governors had been to suspend approval for any new degree program at any campus until a complete inventory was made of all of the degree programs and major educational activities at each campus.

Though the formulation of a five-year plan would take much more time, we had, in early 1973, with the approval of the UNCA board of trustees, submitted to the General Administration and the Board of Governors a list of major programs we wanted to establish as soon as we received approval. They included (1) a major program in management, (2) a major program in environmental sciences, (3) a major program in music and dance, (4) a school of health sciences, and (5) graduate programs within our competency.

Although UNCA had been hit hard by some of the actions of the General Assembly in 1971, we took great pride in the institution's accomplishments. In the fall term of 1973, a little more than 70 percent of the faculty held doctorates in their teaching fields. That percentage placed UNCA only slightly behind the three doctoral-granting campuses of the University. Privately we took satisfaction in the knowledge that more than one-third of the faculty were members of Phi Beta Kappa. Although most of the students came from Asheville and the vicinity, their Scholastic Aptitude Test scores demonstrated that their ranking within the state was about the same as that of the faculty. During these years, the average SAT scores for incoming freshmen were considerably higher than the national average and only slightly below those of the doctoral-granting institutions, a situation that has held steady over the years.

Student financial aid was becoming more significant, and in 1973 the Office of Financial Aid was able to grant $337,000 to 269 students. This figure did not include campus jobs or veterans' benefits under the GI Bill. Much of the available money came from federal programs such as grants and aid, work study, and loans.

The dormitories were full, and by the mid-seventies it was apparent the

school would have to build new dormitories. It was impossible, however, to think of financing additional housing completely from student fees. The need reached crisis proportions before the problem was solved some years later.

The UNCA Foundation did much better from 1973 to 1974 than it had during most of the previous years. The chairman of the board of directors was Dr. Desmond Coughlin. Although the foundation was still a young organization and limited in many ways, it established, and greatly exceeded, a one-year fund-raising goal of $25,000 in response to institutional needs. Ruth and Dr. Leon Feldman had given $10,000 to establish a permanent Feldman Scholarship. Fifteen thousand dollars had been raised in cash, in addition to $20,000 in pledges. The Sara and Joseph Breman Fund of $100,000 had been established by the family of Helen and Coleman Zageir as a memorial to Helen Zageir's parents. The Breman Fund was the first major donation aimed at endowing support for a faculty member. It was established for the social sciences, and the yield from the fund could go either to a permanent faculty member who would be the Breman Professor or toward bringing in distinguished visitors. For the first several years, we used the income to bring to the campus visiting scholars who could stimulate the students and the faculty, and it proved a most worthwhile addition to the institution.

One event during this time set off a wave of dissent. Pat Gainey was elected editor of the *Ridgerunner*, the campus newspaper. He was also an assistant to the public information officer, Peter R. Gilpin. Some faculty members felt there was an inherent conflict of interest. This was of particular concern in one department, because Gainey, in an article in the *Ridgerunner* had blamed one of that department's members for influencing students to vote against the instrument of governance, the document aimed at broadening the base of campus government, which had been discussed for almost two years. A member of the department wrote a stinging reply to the paper, accusing Gainey of a conflict of interest. Gainey, recognizing the potential for conflict of interest, decided it best to resign as editor, and Michael Hawkins took his position.

Meanwhile, the paper continued to editorialize, charging that the SGA represented only a fraction of the students and that the members themselves had acted irresponsibly in the allocation of a substantial amount of the money generated by student activity fees. Since the SGA funded the *Ridgerunner*, the running battle continued, with constant threats to withdraw financial support. The paper refused to become a house organ for

the SGA, citing its legal and constitutional rights to publish as an independent voice. This situation came to a head during the 1973–74 year, when it became necessary to take decisive action to establish conclusively the role of the campus newspaper.

In the fall of 1973 enrollment was fairly steady compared with the previous year: the head count was 1,138, and the full-time equivalent enrollment was 1,010. It was clear that we needed to move as vigorously as possible to broaden the curriculum in order to attract and retain more students, and we made every attempt to impress that fact upon the Board of Governors.

At the same time, in the fall of 1973, there were some pleasant developments on the campus. Scholarly publication was taking place in nearly all departments, and Dr. Guy Cooper of the classics department published in one semester seven papers for scholarly journals of international distribution. He was developing a substantial reputation in classical languages and classical civilizations, and his students were being accepted by the nation's most prestigious institutions.

The Board of Governors had, in its request for long-range planning, asked the campuses to take a careful look at their curricula to make them more responsive to students' needs. Since that assignment was parallel to our other planning, we set about it immediately. The Chancellor's Committee on Curriculum Reform was established, and UNCA was one of the first schools to receive funds from the Board of Governors for the work. The committee's assignment was to go beyond the simple matter of listing what courses were being taken, what should be added, and what majors should be offered on the campus; the group was also charged to consider and make recommendations for improving the quality of instruction and faculty-student relations. In October 1973, as a part of this intense examination, Dr. John R. Haines of Higher Education Management Services came from New York to observe the institution's total program. He made some helpful suggestions and identified the need for better orientation of new students and clarification of admissions standards. He also approved the position of the UNCA board of trustees toward expansion into new program areas and expressed the hope that the Board of Governors would approve them. The faculty was pleased by his observation that "there is an innovative quality found here that just does not exist in many organizations I have seen." His visit to the campus was helpful, and the committee appreciated his assistance.

Later in the month, the ground-breaking ceremony was held for the

new social sciences building, the building that had been funded through the quick action of Senator Gudger and Representative DeBruhl on the last day of the 1971 General Assembly session. Some other money had been added to the $950,000 appropriation, and J. Bertram King was selected as the architect. It would take about eighteen months to construct the building, and the departments looked forward to the completion of the badly needed facility.

It did not take long for the department of political science to achieve statewide recognition for its inter-nation simulation program, and Professor Bahram Farzanegan held a workshop at the North Carolina Education Computing Service in Research Triangle Park. One of the program's unique features was its use of college students to train high school students to participate in simulated exercises.

In another significant advance during the fall of 1973, classes were begun jointly on the UNCA campus by the UNC–Chapel Hill School of Public Health and the Mountain Area Health Education Center. The program allowed area residents to receive a master's degree in public health with only a small amount of time spent in Chapel Hill. It was an excellent opportunity for the numbers of people enrolled and established a precedent that would be expanded later.

When the proposed instrument of governance was defeated on campus, many people felt a great sense of loss because the purpose of the carefully crafted proposal had been to provide a much broader base for both guidance and communications. The failure of the proposal left us with a void that needed to be filled as quickly as possible. As a result, I discussed a different solution with Vice-Chancellor Riggs, Dean Deason, the president of the student government, and several others. We simply decreed a body to be called the Campus Forum, the purpose of which was to provide monthly meetings during which anyone could bring up any issue or question anything that was going on. We counseled among ourselves and established an agenda, but the agenda was not restrictive. The Campus Forum was composed of sixteen members, with equal representation from the faculty, students, staff members, and administrators. The administrative members were the chancellor, the vice-chancellor for academic affairs, the dean of students, and the vice-chancellor for finance. We were assured of adequate publicity because the editor of the *Ridgerunner* was an ex officio student member. The Campus Forum met for several years. Overall, it provided an excellent method for people representing the major

constituencies on campus to have an opportunity to discuss events and consider necessary changes.

At a UNCA board of trustees meeting in November 1973, I brought up publicly for the first time the matter of WCU classes at Oteen. I pointed out that one of the results was that taxpayers were paying for unjustifiable duplication of courses in Asheville. I reminded the board that in April 1970, President Friday and I had offered WCU the use of our facilities at night. We had an established library, and WCU students could take our undergraduate liberal arts and general education courses. Western Carolina could then have used UNCA classrooms and facilities for graduate work and for undergraduate courses in fields that UNCA did not offer.

There had been serious internal troubles at WCU during 1972–73. Dr. Hugh McEniry, the vice-chancellor for academic affairs at UNC-Charlotte, was assigned by the General Administration to serve as acting chancellor at WCU. He and I had many conversations about the activities of the two institutions in Asheville, and we both felt it necessary for the Board of Governors to state clearly what WCU could and could not do in Asheville. I told our board and Dr. McEniry that although Oteen Center was classified as a resident center, there were no resident faculty at Oteen or in Asheville; there were no laboratories; there was no library. WCU received full funding, as if the students were in full-time residence in Cullowhee, and the majority of the money was used for the Cullowhee campus. After that UNCA board of trustees meeting, Dr. McEniry and I released a joint statement to the media that promised we would do our best to provide maximum higher education in the area at a minimum cost to the taxpayer. We realized that competition could be stimulating, but in this situation the taxpayers were paying for unnecessary duplication of courses in the same city.

After the death of Bill Cochran in 1972, we lacked personal contacts with the State Department for bringing the outstanding speakers who had made the Foreign Affairs Forum such a success. Our attempts to continue it without Cochran's network of associates were less than satisfactory, so Dr. Gene Rainey, then chairman of the political science department, undertook, with the cooperation of his colleagues, the responsibility of supplying an adequate replacement that would meet the desire of the community for informative discussions of international affairs. The Great Decisions Program, an important activity of the Foreign Policy

Association since the early fifties, had some roots in the area but had never had the encouragement of a local college. Rainey received approval for UNCA to present the program in western North Carolina from the North Carolina parent agency, the Center for International Studies at UNC-Charlotte. With university sponsorship and the organizational abilities of the department, it was not hard to revive interest and expand it with a good percentage of the former audiences of the Foreign Affairs Forum. Discussion groups were supplied with texts and articles, as well as with knowledgeable speakers and group leaders from political science, other interested departments, and the groups themselves. Before long the program was doing exceptionally well in Asheville, and requests made it necessary to plan for organizing groups beyond the community.

Personnel decisions in March 1974 made in accordance with the tenure document approved by the Board of Trustees the previous November upset some faculty and students. The timing was accidental, but it was necessary that four members of the faculty being considered for reappointment and appointment to permanent tenure not receive contracts. In accordance with the tenure document, the decision gave them one year's notice to allow them to seek employment elsewhere. It was unfortunate that so many came up at the same time. The four faculty members—one in German, two in psychology, and one in economics—had each been on campus a different length of time, and it was entirely coincidental that their contracts all came up for review at the same time. Although the tenure document had not been approved by the Board of Governors, it had the approval of the UNCA board of trustees, and it was all we had at the time. The decisions, which were communicated in writing on that day, caused an explosion among students and faculty who were close to the individuals involved. There was no way that we could avoid making such difficult decisions, although we knew there would be some opposition. Within a few weeks, on April 21, the SGA voted 8–6 to go on strike against the institution, citing particularly the non-reappointment of the faculty members, whom the students referred to as being fired. They were not fired. Their contracts had expired, and they were informed that they would not be reappointed.

The president of the Student Government Association, Kenneth Wright, led the call for the strike, which occurred on April 22 and was a rather strange event. Most of the students ignored it, but at 10:00 A.M. on April 22, about fifty students gathered in front of Ramsey Library and sat down on the ground shaded by the dawn redwood tree. It was an odd

strike: although the idea was to strike classes, students would leave whenever they had a class, then come back and sit down. Another intriguing aspect was that the students were also objecting to the food in the cafeteria, but whenever they got hungry, one would take up money, go down to the snack shop, and come back with a bag of hamburgers. The next morning only twelve or thirteen people remained sitting on the lawn with their placards and banners. They did what was for them a very proper thing: they declared the strike a success and were done. It had no noticeable impact on campus operations. The Faculty Senate passed a resolution reminding all faculty members that they had an obligation to hold classes whether the students came or not. With exams approaching, the students had a lot more on their minds than becoming involved in the strike.

It was gratifying at the 1974 commencement to see Sam Ferguson, a student who had been in Vietnam and was attending on the GI Bill, receive the A. C. Reynolds Citizenship Award. With veterans experiencing so many difficulties on college campuses, it was a real pleasure for such a student to receive a cherished award.

In the spring, Zollie Stevenson, who had taken over the *Ridgerunner* at the time of student reaction to the tenure decisions, was elected president of the student government. He was the first black student ever to hold that position.

That summer, Dr. James Stewart, who had started the Oxford Program in 1969, developed what he called a cultural odyssey for older citizens. There were no classes or credits involved. The planned two-week program in Britain was just a look at some of the beautiful and historic places and institutions with which Professor Stewart was so familiar. Everyone who went on the trip came back praising Stewart and UNCA for providing that opportunity at a cost they could never have duplicated on their own.

An important personnel matter in 1974 was the return to the campus of Dr. Thomas Dula. He had served as dean of students from 1966 to 1971, when he left to become president of the Tennessee Military Institute. He returned, not as dean of students, the position held by Thomas Deason, but as director of administration and assistant to the chancellor.

The most momentous development for the institution in the summer of 1974 occurred on July 15, when the Board of Governors approved a bachelor of science in management degree for UNCA. This action was taken before the five-year planning program was well under way, in response to our obvious need for new programs, particularly one so badly needed in the Asheville area, with such potential for growth. The manage-

ment program would have several tracks, which in many schools would be called separate majors: general management, personnel management, finance management, and business management. The use of tracks within a major was a way to provide for separate types of concentration within the broad general field. The concept of the program as much broader than business administration came from Dr. Lester Zerfoss, who had been in personnel work in industry for many years, particularly at American Enka. He took early retirement at American Enka so he could serve as a research professor in psychology. His real interest was in management, particularly in personnel. Both he and UNCA were greatly helped by Harry Clarke, president of Western Carolina Industries. It was through Clarke that we were able to reach hundreds of industries in western North Carolina and explain to them what the management program would be. It was distinctive not only because of the different tracks; it also included an internship in the senior year that would give students opportunities to go into plants, stores, or businesses and apply what they had learned in the classroom. Within a few years that feature became one of the most popular facets of the program, and industries and businesses in the area developed an insatiable need for our interns. Soon management would have the largest enrollment of any degree program on campus. We were not able to get faculty, classes, and schedules in place immediately, but planning for the program proceeded rapidly from the moment we learned it had been approved.

Another significant event that summer was the development of interactive computing. UNCA computer terminals were placed at Asheville High School, Asheville Country Day School, and the Newfound School. The teachers in those schools came to the campus, where Dr. James Vinson, chairman of physics, instructed them in the use of computers. It was a great boon to the schools, which at that time had not yet developed computer capabilities of their own, and it provided a further tie between the campus and the local schools. During the summer Dr. Lloyd Remington of chemistry and Dr. J. J. Thompson of Oxford University in England began a joint special program for science teachers in the public schools, which proved popular and lasted for several years. It was a smoothly operated and informative cooperative venture between UNCA and Oxford University and the science teachers of both Britain and western North Carolina.

Dr. H. F. "Cotton" Robinson became the chancellor of Western Caro-

lina University on July 1, 1974. He brought to that position a wealth of scientific and administrative experience, and he played an important role in the ongoing development of both WCU and UNCA. He had served as head of agricultural research for many years at North Carolina State. Just before assuming the position at WCU he had been the provost of Purdue University. Chancellor Robinson was a man of enormous physical and intellectual energy. Internal problems at WCU demanded a person with great experience, much imagination, and a strong hand, and he brought all of that to the position. He was experienced, smart, imaginative, and tough. I quickly achieved an enormous respect for his abilities and his energies.

Unfortunately we frequently found ourselves at odds over what was supposed to take place in Asheville. He inherited Oteen Center and recognized its potential importance to his institution. At the same time, he understood that UNCA was expanding its curriculum and growing, and that the presence of Oteen Center in Asheville would inevitably lead to clashes. We met several times that summer to discuss the resident center, its curriculum, and that of UNCA. We repeatedly made our points that WCU was offering courses that were a direct duplication of ours. We renewed the 1970 offer that President Friday and I had made for UNCA space and facilities for WCU graduate work and those courses UNCA was not authorized to teach, but the situation remained stalemated.

On September 3, 1974, at a meeting in Chapel Hill, President Friday decided that the Oteen Center would close and that in the fall of 1975 all of its classes would be taught on the UNCA campus. Since Oteen was primarily an evening program and UNCA did not, at that time, have a large evening program, space was available. The WCU students would have access to the library, parking, classrooms, and other facilities. UNCA was to be reimbursed by WCU for the use of these facilities. The 1974–75 academic year was spent planning for the transfer by setting up a schedule and resolving what facilities would be used, how the funds would be transferred, and a myriad of other details. Dr. Thomas Dula represented UNCA in these negotiations, and Harry Ramsey was appointed director of WCU programs at Asheville and moved to the UNCA campus in October 1974. We had to make adjustments in our own scheduling so that several classes that we had not previously taught at night would be available to Western Carolina and UNCA students. The agreement was loosely worded, and there were constant disagreements about precisely

what classes UNCA would offer and what classes Western Carolina would cancel so that WCU students could take ours. The basic thrust of the argument was to stop duplication of classes in Asheville.

Enrollment was down slightly in August 1974. Our experience had shown that the spring enrollment was normally 92 percent of what it had been in the fall, as a result of attrition. If nothing was done, we would be in dire shape that second semester, beginning in January, because a drop in enrollment figures would mean a reduced budget. We decided to start the new management degree program at night at the beginning of the October term rather in January. The first meeting of the Management Program Advisory Council, with Harry Clarke as chairman, took place on October 4. Representatives of the leading banks, businesses, and industries of the area attended and agreed to support student internships. That component was central to the management degree program but could succeed only with the complete cooperation of these off-campus agencies. The first courses were elementary, and the class sizes were amazingly large. Initiating the management program boosted enrollment for the second term and put us in a good position for expanding in January.

Additionally, a substantial number of faculty responded to the drop in enrollment by volunteering to organize and teach an additional course at night at no cost to the university. Their well-advertised courses added a total of 260 students and brought our enrollment far above the budgeted figure so we did not have to worry about a budgetary cut that year. The contribution was so valuable that the name of each volunteer should be remembered.

Dr. John Barthel (economics)
Dr. Verna Bergemann (education)
Dr. Shirley Browning (economics)
Patsy Clarke (speech)
Tucker Cooke (art)
Dr. Mechthild Cranston (French)
Dr. Phillip Cranston (French)
Robert Daughton (physical education)
Elma Johnson (art)
Olivia Jones (writing)
Dr. Pat Laweral (economics)
Dr. Arnold Sgan (education)
Dr. Ellis Shorb (literature)
Dr. James Stewart (philosophy)
Dr. William Thurman (classics)
Dr. James Vinson (physics)
Dr. Philip Walker (history)
Lutrelle Wishart (writing)
Dr. Fred Wood (classics)

The faculty's foresightedness was of much more consequence than the objective of protecting the budget. Examining the enrollment in the additional classes, we observed that many people who could not attend in the daytime were interested in becoming UNCA students. Immediately we began planning for a much more expanded curriculum in the evening, one that would be a good deal more comprehensive than that projected to take care of WCU's move to our campus the following year. We took a closer look at continuing education and surmised that, if developed properly, it could provide a wider range of topics of special interest to more people in the community. We also organized a number of additional continuing education courses, to begin in January, structured as noncredit courses open to the public, with the fees set only high enough to cover the operating costs. In the course of the year special topics were offered in a wide variety of fields, including art, classics, economics, education, history, humanities, foreign languages, management, philosophy, the sciences, and speech. Given the obvious demand, we determined to become more heavily involved in such services, and in 1975 continuing education became a part of our long-range-planning proposals.

In September 1974 the Advisory Budget Commission visited the campus, and we discussed with its members the needs of the institution at the time. The social sciences building was well under construction, and that would solve many of the problems. We asked for money to renovate the soon-to-be-vacated area in the Phillips Building so that it could serve other needs. We asked for much better equipment for the science laboratories and for funds to bring the campus into compliance with the Occupational Safety and Health Administration regulations and requirements. We needed to renovate the library, to add more paving and parking, and to do more landscaping. The modest request came to about $3.2 million.

During the summer and fall of 1974, the entire country felt the effects of the war between Egypt and Israel and the resulting oil boycott. The price of heating oil had risen alarmingly, and our budget was not adequate to cover the increase. The same was true of natural gas, and some of the buildings had gas furnaces. Sometimes it was necessary to warn students in the dormitories that there would be no hot water. Thermostats were lowered, and we made every effort to live within our budget and reduce the use of oil and natural gas. It was often uncomfortable, but nothing else could be done at the time.

Several noteworthy events took place on the campus that fall. UNC

public television offered an outstanding series presented by Jacob Bronowski and called "Ascent of Man." As at other campuses, arrangements were made at UNCA for people who watched the series to earn credit. They were able to meet with the humanities faculty on the campus, discuss what they had seen on television and read in the text that accompanied the course, and take examinations. It proved a valuable experience for a large number of people.

Continuing the work he had started several years before, Dr. John Stevens, in the chemistry department, received a $10,400 grant from the National Bureau of Standards to start the Mössbauer Effect Data Index. This grant would facilitate gathering all the data and publishing a summary in an annual volume that would allow people in the field to keep abreast of developments in their particular area of spectroscopy everywhere in the world.

A new student honorary society, Phi Alpha Theta, for students majoring in history or interested in historical studies, was organized that fall. The chapter became an extraordinarily vibrant student group. Over the years, the faculty and students have done some exceptional things working together. Phi Alpha Theta has won meritorious honors and is a credit to the study of history and to the institution.

In another innovation that same fall, Dr. Robert Trullinger offered a course in humanities by newspaper. The carefully developed course was part of a national program. Humanities articles appeared in the newspaper, students registered for credit, read the articles, met with Dr. Trullinger to discuss them, and wrote papers. It was not the sort of thing that could be done often, but it was a unique addition to the services of the institution at that time.

WCU moved its introductory chemistry classes to the UNCA campus in the fall of 1974. At the same time North Carolina State University began offering graduate work in engineering, and UNC–Chapel Hill continued the program leading to a master's degree in public health. These programs were particularly significant because they proved that the UNCA campus could serve the area not only by developing its own programs but also by making course work available from other campuses. It was gratifying to see four institutions of the same system using the same campus to expand opportunities for hundreds of students.

The year ended on a note of great sadness with the death of Dr. Frederic Marcus Wood of the classics department. He was a gentle, intelli-

gent man who had an extraordinary rapport with students. He died on December 14, and it was a profound loss to his colleagues and students.

The new year began with a $5,000 grant from the Research Corporation of America to support student research in the Mössbauer effect. It was stimulating to have students recognized as coresearchers in work of this kind, and it was a tribute to the chemistry department to have majors advanced enough to share in the research responsibilities with faculty members.

In January early announcements for a seventh summer at Oxford began appearing. The program continued under the direction of Professor Stewart; it had become a regular feature of the institution's summer offerings. Arrangements had been made to provide regular Oxford tutors for courses in British history, Shakespeare, the contemporary novel, and a special course, "A Study of British Leadership." The people who had been to Oxford considered the program one of the most valuable opportunities for UNCA students.

In February 1975 we were pleased to announce that Dr. Donald Hart would be joining us in the fall as chairman of the management department. We needed someone of his experience and stature and were delighted he was available. He had been president of Saint Andrews Presbyterian College in Laurinburg for several years, but his long career also included serving as dean of the College of Business Administration at the University of Florida and as president for one year of the American Academy of Collegiate Schools of Business. He had exactly what we needed in a leader of the new management program, which was to be built, in good part, along the philosophical foundations laid out earlier by Dr. Zerfoss, giving the students a broad base of general education in the liberal arts in combination with the career-oriented degree requirements. We also had need of his experience and effectiveness in working with faculty in other departments, some of whom were skeptical about management. His leadership quickly lessened their reservations.

Probably the most active and successful athletic program at the time was in swimming. For a nominal sum, Betsy Montgomery served as coach of the swimming team. She scheduled many meets with other institutions and had three swimmers who took seriously an opportunity to go the National Association of Intercollegiate Athletes tournament. They were Bruce Hobbs, Tom Zumberg, and Douglas Fleck.

During the mid-seventies, we continued to seek funds needed to re-

move architectural barriers to handicapped students: constructing special ramps in the dormitories and into all the buildings, removing the steps whenever possible or building paths and ramps that people in wheelchairs could use to bypass them, and installing an elevator so that students could reach the second and third floors of the Lipinsky Student Center. It was a long, expensive process for a mountain campus to provide an environment where people could safely go anywhere in a wheelchair or on crutches. We did receive the funds, however, and we were able to make substantial progress.

The campus hosted a nuclear energy conference in March. Dr. Chauncey Kephart, a British scientist, discussed the alarming specters of nuclear war and the radiation from nuclear waste. As a physicist, he predicted the problem that would soon haunt the world. Events in the United States and western North Carolina since that time indicate that he was well advised to warn his audience of the other side of the nuclear energy problem.

Also in March, a Black Arts Festival grabbed the attention of all black students. Nathaniel Felder, who at the time was an adviser to the Black Students Association and director of institutional research, made a cogent comment at one of the meetings. He said, "Black people have not always been able to share in the fruits of their labors, but they were instrumental in making our country the strong nation that it is today." Since then, one month a year has been devoted to the black experience in America. It remains a meaningful experience for black students on campus and a learning exercise for many others, including high school students.

Dr. Milton Ready and the history department, along with Luther Jones, a local high school history teacher, staged a reenactment of the battles of Lexington and Concord which had occurred on April 19, 1775. People from all over western North Carolina and upper South Carolina came to the two-hundredth anniversary celebration, dressed in Revolutionary-era uniforms. Students enjoyed the shooting contests with eighteenth-century black powder rifles, the military marches and the skirmishes. In the evening there was a groaning board in the cafeteria, with food brought by all the participants and their families. Dr. Frank Edwinn of the department of art and music entertained with songs of the American Revolution. Many students realized for the first time that history could be a consuming interest of people in any number of vocations.

During 1975 several UNCA people received the sort of statewide rec-

ognition that is invaluable for a young and growing institution. Arnold Wengrow served the year as president of the Carolina Dramatics Association, Dr. Rainey as president of the North Carolina Political Science Association, and I as president of the North Carolina Association of Colleges and Universities.

In keeping with our interest in undergraduate participation in research, we received in April an $18,170 grant from the National Science Foundation to study the environmental, social and economic impacts of an abandoned strip mine in the Spruce Pine area of Mitchell County. It was a highly relevant topic, and many of our students and faculty participated in the study. Shortly beforehand, Harry Caudill from Kentucky had spoken on campus about the environmental devastation caused by careless strip mining. He had written *Night Comes to the Cumberland*, and his firsthand knowledge was chilling to students from the Carolina mountain region.

The commencement that May was memorable. Eleanor McGovern, the wife of the 1972 Democratic candidate for president, was the commencement speaker because many members of the graduating class were no longer satisfied to have only figures well known in North Carolina politics or higher education. Even more memorable was that instead of participating in a regular recessional, the platform party, the faculty, the graduating class, and the audience moved to inspect the new social sciences building once the commencement was over. The building was dedicated that night to Coleman Zageir. All of us were grateful that he was able to attend this special event. The school was greatly indebted to Zageir and his wife, Helen, not just for recent gifts but also for their help in many ways during the early years, when we were desperate to find someone who would give us any help at all.

Among the outstanding features of the Coleman Zageir Social Sciences Building was a simulation laboratory planned, in part, by Professor Farzanegan. This was one of the few buildings in the country with such a facility. In addition, the classrooms, specialized laboratories, and offices for the departments were ample for the enrollment at that time.

One student was the pride of the graduating class of 1975. Brenda Stewart was the first black graduate to receive magna cum laude honors and had been admitted to several outstanding law schools. She chose to go to Yale the following fall. Audrey Byrd, another black student, had paved the way the previous year with her admission to Harvard Law School. These moments inspired us to increase our efforts to provide

education for black students and see them reach for their highest potential.

Shortly after the May commencement, there was another ground breaking, this time for the new theater building. On May 16, 1975, architect J. Bertram King, Patsy Clarke, and Arnold Wengrow coordinated the ceremonies. The theater, was located just northwest of the Carmichael Humanities Building. It was a much-needed facility, since Lipinsky Auditorium was not adequate for good theatrical productions. King's innovative design brought Wengrow's concepts to reality. The theater would be constructed in an arena style, but it was flexible enough to be used whenever necessary in proscenium fashion. It would be almost two years before the building would be completed because the interior, with myriad provisions for computerized lighting, movable scenery, and other activities, was incredibly complex. We had originally hoped to house art and drama together, but the budget left us no possible way to provide reasonable facilities for both departments. The art faculty graciously withdrew its requests and expressed the hope that, when the next building was funded, there would be space for art. We agreed to provide adequate facilities at the first opportunity.

The reason we could make such a promise to the art department was that relief was in sight. Liston Ramsey of Madison County, chairman of the Finance Committee of the House of Representatives, had proposed a statewide bond referendum to provide funds for the top capital priority at each institution of the University of North Carolina. The top priority for UNCA was a $1.9 million classroom building for management and art. Although those two departments might seem incongruent, we were going to get only one building, and those were the departments that had the greatest needs for space. The vote was set for March 23, 1976, and we and the other campuses worked diligently for statewide support for the bond referendum.

When classes opened in August 1975, enrollment was 20 percent higher than at the same time the previous year. The increase reflected the numbers of students who were enrolling for management courses, additions to the evening program, and the basic liberal arts classes that had been taught at WCU's Oteen Center and were now being offered on the UNCA campus and credited to UNCA. Graduate courses and those courses that UNCA did not regularly teach were credited to WCU. UNCA was responsible for the general education and liberal arts courses.

Students in those classes registered with either WCU or UNCA, which made no difference because all the classes had the same requirements, the same professors, and the same classroom. However, conflict over what constituted duplication would continue for several years.

David Ramseur was the new editor of the *Ridgerunner*, and Gary Aiken was the new president of the Student Government Association. One of the long-awaited events on the campus occurred that fall, when the Federal Communications Commission finally approved WUNF-FM as a 10-watt educational station. The Student Government Association contributed $18,000 to buy the necessary equipment, and Larry Warren, a student with some experience in radio, was named station manager.

It was our custom to introduce new faculty members at the first meeting of each year. An unusually good group joined us in the fall of 1975. Among them were Dr. Donald Hart in management, Dr. Thomas Cochran in psychology, Roxanne Schaffhausen in physical education, Dr. Joseph Sulock in economics, Dr. Ileana Grams in philosophy, and Dr. Henry Stern in German.

We entered a tight fiscal year, even though our enrollment was greatly increased over the previous year. The Arab oil boycott had wreaked havoc on the American economy. State revenues were down, and when that occurs, the only alternative is to cut the budgets of all state agencies and institutions. So we were confronted in 1975 with a smaller budget and a significant increase in the number of students we were to serve. There were no salary raises of any consequence during that year of rampant inflation. Trying to plan the academic year so we could manage on a depleted coffer was a dismal project.

Another problem that resurfaced that year and grew much larger later was the conflict known as the *Adams* case. The path toward desegregation had been thorny for the southern states since the 1954 *Brown* v. *Board of Education of Topeka* decision that racially segregated public schools violated the equal-protection provisions of the Fourteenth Amendment. In 1957, three years after the decision, the General Assembly of North Carolina passed laws to begin the orderly desegregation of the public schools. Though the emphasis at that time was on the public schools, the Consolidated University and the colleges of the state began the process also. With the passage of the Civil Rights Act of 1964, efforts were speeded to remove de jure segregation. Title VI of the act specified: "No person in the United States shall, on the ground of race, color, or national origin, be

excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." UNCA welcomed its first black students in the early sixties and soon began an active recruitment program. In 1969 the Department of Health, Education, and Welfare, the agency assigned the responsibility for enforcement of the act, began investigation of southern states with established dual systems of higher education. Though opportunity and affirmative action had begun to make inroads into the historically segregated systems in North Carolina, and more black students had enrolled at traditionally white institutions, in early 1970 the director of the HEW Office of Civil Rights reported that black students accounted for only about 2 percent of the enrollment at those institutions, while white enrollment at the black institutions was almost nonexistent. This was an unsatisfactory situation, particularly to civil rights groups.

On October 19, 1970, the Legal Defense Fund of the NAACP filed a class action suit in Federal District Court for the District of Columbia on behalf of one Kenneth Adams and other black students against HEW, charging the department, then headed by Elliot Richardson, with failure to discharge its responsibilities for enforcing Title VI of the Civil Rights Act in ten southern states. Judge John Pratt, who heard *Adams* v. *Richardson*, ruled in November 1972 that HEW had not properly discharged its responsibilities of enforcement of Title VI to eliminate segregation in the institutions of higher learning in the states with traditionally dual systems and, in a separate February 1973 ruling, held that HEW's policies of continuing federal financial assistance to the offending states had been a violation of the civil rights of the plaintiffs. He ordered HEW to begin proper enforcement within 120 days of the ruling. The department immediately appealed the order, and more time was allowed for the states to submit revised plans for desegregation before federal funds were cut off.

For more than a year the General Administration and the Board of Governors of the University reworked all the plans for compliance, researching and expanding upon those begun earlier by the Board of Higher Education and greatly enlarging their own previously considered planning. The plan was modified many times before it was judged by the Board of Governors to be sufficiently inclusive as to assure compliance with Title VI.

In June 1974 the Office of Civil Rights of HEW accepted the plan, and it was anticipated that it would be accepted by the court. Had it been, the

story of the *Adams* case could have been concluded for North Carolina at that point. However, in December the long-studied question of the state's proposed new school of veterinary medicine was decided by the Board of Governors. Exhaustive studies and expert advice from established veterinary schools directed that the school should be placed at North Carolina State University rather than at North Carolina Agricultural and Technical University. The Office of Civil Rights immediately accused the University of failure to comply through the location of professional programs in a manner calculated to remedy the dual system of higher education. HEW was, at that time and until 1977, placated by the University's ability to prove that the goals for desegregation outlined in the plan were working well, and had been, in some cases, exceeded. However, civil rights groups were by no means convinced of the good faith of the state.

The *Adams* case was renewed in August 1975, when the Legal Defense Fund filed a motion in Judge Pratt's court charging that HEW had failed to make any appreciable progress toward desegregation and asking that all of the plans then accepted by HEW be revoked. HEW had not yet placed itself in the adversarial position that it would later assume. The department was then earnest in following its legal obligation to assist the states in formulating policies that would achieve full compliance with Title VI and with the orders of the court. Therefore, in 1975, when the case was renewed and renamed *Adams et al.* v. *Weinberger et al.*, North Carolina was given no reason to believe it was a party to the renewed suit and continued to operate pursuant to the plan submitted in 1974 with respect to upgrading the traditionally black institutions and proceeding with its goals for integration of faculty and students throughout the system. Although the state did not intervene in the case, the precaution was taken of hiring private counsel on behalf of the University to assist the General Administration and the Office of the Attorney General in the event that the court should find North Carolina in noncompliance. It would again be two years before Judge Pratt ruled on the case, and more years before there was a settlement. It would not be practical to weave into the story of UNCA the intricate legalities of the matter, which was centered in Chapel Hill, but the case was of such magnitude to all of the constituent institutions that it will be necessary to outline the remainder of the proceedings later.

At UNCA, there were some changes in the board of trustees for the fall of 1975. David Felmet of Waynesville, Robert Carr of Morganton,

and Karl Straus of Asheville would be helpful additions. We were especially happy to welcome Straus to the board; for years he had been instrumental in adding to our local scholarship pool and finding money for special funding. Cary Owen, Bernard Smith, and Dr. Frell Owl received reappointments, this time for four years. Dr. Francis Buchanan was elected chairman, Maurice Winger vice-chairman, and Bernard Smith secretary.

An important event planned for almost a year by Dr. Richard Reed, Dr. Michael Gillum, Arnold Wengrow, and several others on campus took place in October 1975. Thomas Wolfe, probably Asheville's most famous citizen, was born in 1900 and died in 1938. He had written such American classics as *Look Homeward, Angel* and *You Can't Go Home Again*. The plan was to bring devoted Wolfe readers and followers from around the country to Asheville for special programs in honor of Thomas Wolfe's seventy-fifth birthday. There were three days of lectures, discussions, and readings from his works. Arnold Wengrow staged scenes from Wolfe's works at the Asheville Community Theatre. Among the best-known literary figures who spoke about the author's life and work were Dr. Floyd Watkins of Emory University, Dr. Louis O. Rubin, Jr., and Dr. Hugh Holman, both from UNC–Chapel Hill. One member of Thomas Wolfe's immediate family was still living—his brother, Fred, remembered as Luke in *Look Homeward, Angel*. The most dramatic event of the series occurred when Fred Wolfe was introduced to a group of people filling the large meeting room of Pack Memorial Library. He talked about himself and his brother and then, looking up toward the heavens, he cried, "Tom! Tom, look at all of these wonderful people who have come here to talk about you. You can come home again, Tom. You can come home again." Melodramatic it may have been, but Wolfe fans loved it. They were genuinely moved and considered it the highlight of the celebration, which was called "Seventy-five Octobers."

Many members of the faculty were becoming more involved in community affairs, and a high point came when Dr. Gene E. Rainey, chairman of the political science department, won a seat on the city council. He would be reelected for a second term before he decided to concentrate on his work on the campus.

The tenure document that had been approved in the fall of 1973 by the faculty and the board of trustees had not yet been accepted by the General Administration and the Board of Governors. UNCA had stalled on the

matter as long as possible, and in September 1975 we were required by the General Administration to revive the tenure document and bring it into compliance with the requirements being made of all campuses. The ad hoc committee was composed of Professor Philip Walker as chairman, Professors Harry Johnston, James Vinson, Shirley Browning, Arnold Sgan, and Walter Boland. George Kramer served as a consultant and research person, but he was not a committee member and did not vote. The difference between the document that UNCA had approved in 1973 and the one the General Administration insisted on had to do with the authority of the Committee of the Tenured Faculty. The General Administration reminded us in no uncertain terms that the committee could consult with the vice-chancellor for academic affairs but could not have the authority to make separate recommendations. Recommendations would have to come from department chairmen and the vice-chancellor for academic affairs, with the final decision being made by the chancellor of the institution. The committee members, as had the faculty for two years, saw this as weakening faculty influence in terms of the tenure document and future personnel decisions. However, there was nothing we could do because the General Administration, representing the Board of Governors, had made it clear the document would have to conform to its specifications. After considerable grumbling it was rewritten, approved by the faculty and the UNCA trustees in November, and forwarded to the General Administration and Board of Governors for their acceptance, which they granted on February 4, 1976.

An organization of art graduates called the Art Alumni Association had been formed. Betty Kdan was largely responsible for providing leadership and planning. In the fall of 1975 the group held its first fall festival of art. The weather was excellent, and UNCA was brightened by the artwork displayed around the campus.

We had submitted to the Board of Governors our first five-year plan in 1974. It focused on enrollment, facilities, buildings, and new degree programs. We were then able to turn our attention to the need for some significant changes in the administration and management of student services. We thought the best way to approach this task would be to establish a joint, rather large, faculty and student committee to study the various elements and see how they could be improved. The dean of students, Thomas Deason, was to be in charge of the entire process, and subcommittees were formed to analyze and make recommendations for student

government, broadcasting and publications, special programs, campus organizations, athletics, intramurals, dormitories, and food service. Obviously, such work would take a great deal of time, and many people would be involved. Work began in the fall of 1975, and it was at least a year before all the committees could complete the various studies that were necessary, ascertain how similar work was being done at other campuses, and come in with a coherent set of recommendations.

At the fall meeting of the board of trustees, the president of the Student Government Association, Gary Aiken, introduced the subject of financing women's intercollegiate athletics and advanced the idea of equal emphasis in terms of facilities and finances. The board of trustees had elected new officers, with Dr. Francis Buchanan serving his second year as chairman, Maurice Winger as vice-chairman, and Bernard Smith as secretary. The board members recognized that Title IX requirements made it imperative that more funds go into women's intercollegiate athletics and indicated their desire that it be done. At the same time, they recognized that the few intercollegiate athletics we had were poorly funded and if money were taken out of what was already available we would not have a viable program for either men or women. Student fees were commensurate with the rising enrollment, but other funding had to be generated by the teams themselves and from other sources. There would be no appropriated money for this priority, so we needed to plan for both a reordering of the athletic budget and an appeal to the community for additional support to make the teams attractive enough to interest paying audiences.

To try to work out an initial agreement for women's intercollegiate athletics, Dean Deason called a preliminary meeting of Robert Hartman, Robert Daughton, Betsy Montgomery, Gary and Nora Aiken, Fred Tone, George Lancaster (who was serving as interim basketball coach for women) and several of the women basketball players. Like the men, the women were primarily interested in basketball, but they also wanted other sports, such as volleyball and tennis. The situation required a serious look at the athletics budget.

The faculty adopted a new constitution for the senate in the fall semester of 1975. Many of the changes during the previous several years, such as the adjustment in the calendar, the broadened mission of the institution, and the increased enrollment of students and size of the faculty, led many people to want to change the way the senate participated in decisions. Heretofore, the senate met as a committee of the faculty to study

matters and make recommendations. When an issue reached the floor for discussion, all members of the faculty were permitted to speak, and all of the recommendations of the senate were voted on. Problems came about as the faculty grew larger and more people wanted to speak, some repeatedly and at length on an increasing number of issues. Meetings grew longer and progressively more tedious, and many faculty members felt that a change in the authority of the senate would alleviate the problem. Dr. Shirley Browning, who was chairman of the Faculty Senate, a position he has held five times, believed the time had come for a more effective senate. The new document made it a legislative rather than an advisory and research committee. Henceforth, the senate would give a report of its actions to the general faculty, who would receive it as information rather than as an opportunity for discussion. The faculty did have the authority to initiate a change in anything the senate had done, but it was necessary to have a two-thirds majority of the faculty to overrule any legislative action. The senate installed standing committees to do the work and bring back their recommendations to the meetings. The standing committees were the academic policies committee, the institutional development committee, and the faculty welfare committee. The senate was gradually becoming a vital part of campus activity and would, in due time, play an even more important role in looking at institutional development and planning for new programs. The work of the Faculty Senate was taken so seriously by the group itself and by the faculty at large that it was, in good part, responsible for much of the internal growth of the institution from that time forward. It also helped improve the atmosphere on the campus, because nearly everybody felt they were represented through the senate and that their ideas and views could be heard in a more orderly environment.

One outcome of the Arab oil boycott of 1973–74 was heightened concern nationwide about energy, its sources, and its conservation. The question was a priority on the UNCA campus. It was determined that an open meeting could inform the public about some of the matters pertaining to energy problems. UNCA, in conjunction with the Asheville Chamber of Commerce and the American Petroleum Institute, invited George Patton of the American Petroleum Institute and Thomas Belford of Common Cause to discuss the matter in public debate. Actually, it did not turn out to be much of a debate because there was general agreement about the necessity for a federal energy policy aimed at reducing the consumption of

oil and gas. A capacity crowd turned out to hear the two respected authorities speak on one of the most disturbing topics of the time.

During the months before the transfer of WCU's evening students to the UNCA campus, Harry Ramsey of WCU and Dr. Thomas Dula of UNCA had gone over many aspects of the plan. This was imperative because there were 424 undergraduates and 645 graduate students, for a total head count of 1,069 WCU students. Arrangements were made for them to have special UNCA I.D. cards, which were the same as those of UNCA students, except that they had "WCU Student" stamped on them. WCU students also had library cards, privileges to use the bookstore, the infirmary, the tennis courts, and the pool. They could attend all cultural activities along with UNCA students. Western Carolina University insisted on keeping all the athletic fees so that WCU students could attend games in Cullowhee if they chose; therefore we did not allow WCU students to attend UNCA basketball games free of charge.

The enrollment continued to grow. When the figures for term two were added to term one enrollment figures for the semester, the total number of students now taking courses at UNCA, exclusive of students taking WCU courses, was 1,850, an increase of 650 students over the enrollment in 1973, when the new system went into effect. If the students from Western Carolina, Chapel Hill, and NC State who were taking courses on the UNCA campus were included, the number rose to 3,000. The classrooms were all in use from 8:00 A.M. until 10:00 P.M. The campus was becoming decidedly crowded, and it had grown as difficult to find a place to park at night as in the daytime.

A special event for the entire area took place on November 28 at the opening night of the annual tip-off tournament. The gymnasium was filled to capacity, and people were there from all over western North Carolina and other parts of the state. Between tournament games, the athletic facilities were dedicated. The complex was called the Charles Justice Sports, Health, and Recreation Center. An Asheville native, Choo-Choo Justice had earned an extraordinary record as a local football player before he entered the armed service. After World War II he was an all-American at Chapel Hill and one of the best breakaway runners of all time. In the mid-forties he had worked out with the Asheville-Biltmore team before practice started at Chapel Hill. There was genuine approval for the decision, because Charlie Justice had long been recognized as the most outstanding athlete from the Asheville area.

In early 1976, the State Board of Science and Technology granted $13,500 for an X-ray diffraction facility to be shared by UNCA and the Minerals Research Laboratory, which is located in downtown Asheville and owned by North Carolina State University.

Also in January 1976, Dean Deason released the tentative five-year plan for all of the different elements that composed student services. It would take several years before money could be obtained to implement two of the recommendations: to build a new student center and to construct a dormitory that could accommodate three hundred more resident students.

UNCA had begun studies and publication of statements concerning nondiscrimination on the basis of sex in accordance with Title IX. A 1971 amendment to the Civil Rights Act of 1964, the premise of Title IX is that "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." All educational institutions were directed by HEW to evaluate current policies and procedures by July 21, 1976, to determine compliance with the law. In January, Dr. Roy Riggs, vice-chancellor for academic affairs, was named Title IX officer for the campus. He established committees to study UNCA's policies for admissions, financial aid, housing, curriculum, general coverage of educational programs and activities, athletics and athletic scholarships, and employment of faculty, staff, and students. Any sex discrimination was to be remedied by policy changes and the use of affirmative action. Grievance procedures were to be established for the resolution of student and employee complaints alleging such discrimination. Compliance with Title IX would, from that time on, become a permanent goal of the institution.

Professor Stewart, the director of international studies, announced early in 1976 plans for several overseas experiences for the following summer. The summer school at Oxford would be in its eighth year. In addition, plans were all set for a group to study at the Institute Montpelier in France. Dr. Lloyd Remington and Dr. J. J. Thompson were completing preparations for a third year for British and American science teachers at Oxford. And the combined work of Dr. Stewart, Dr. Milton Ready, and historians from the United Kingdom produced the Irish-American Colloquium, a scholarly meeting that would be held first at the New University of Ulster in Coleraine, Northern Ireland. Invitations were sent out all

over the United States and the United Kingdom for scholars to present papers to be read at Coleraine. The intention was to continue the colloquium every other year, with the 1978 meeting to be held in Asheville, with the New University of Ulster and UNCA as the joint sponsors. This first colloquium drew large numbers of people to Northern Ireland to discuss common heritage and the movement of the people known as the Scotch-Irish to the United States. The Irish were delightful hosts, and the program was intellectually stimulating. As soon as it was over, plans began taking shape to invite people from Ireland to attend the 1978 fall meeting in Asheville to continue the dialogue about Irish-American history and the relationships between the two countries.

The swimming team, under the direction of Betsy Montgomery, was continuing to do well in the spring of 1976. The UNCA team had beaten teams from several other institutions in dual matches and, by the end of January, had won five and lost only one. Many of the swimmers and divers were beginning to prepare for the National Association of Intercollegiate Athletes championship.

During the second term of the spring semester, the campus welcomed a distinguished scholar who was the first visiting professor to come under the aegis of the Breman Professorship. He was Dr. Barrington R. White, principal of Regents Park College, Oxford University. Our students stayed at his college during the summer program at Oxford, and we felt it appropriate to invite him to the UNCA campus. He and his wife were here for about eight weeks during the fourth term. Dr. White talked with students and faculty, made several public addresses, and presented a public lecture series on recent British political history. He was an articulate man and made a large number of friends in Asheville in a short time. The two-way relationship was particularly advantageous because students who could not journey to Oxford had the opportunity of hearing White and engaging in discussion with him.

In early 1976 the Board of Governors released its first five-year plan. In the document was a statement that UNCA should expand its curriculum and increase enrollment. The enrollment was rising rapidly, and new courses and classes were added within the existing departments to keep pace with it. However, other than the continuation of the management program, with an expansion of its various tracks, none of the new degree programs that we had urgently requested were approved. We were disappointed, since we were eager to start programs in several other areas, but

we recognized we did have a long way to go to get the two-year-old management program fully functional.

Shortly after the release of the five-year plan, attention turned to the bond referendum, which was due for a vote on March 23. All of the state campuses worked vigorously on this issue, and the overall approval statewide, as well as in Buncombe County and western North Carolina, was 54 percent. This result assured construction of the management and art building that UNCA so desperately needed. Part of the art department was, of necessity, housed in an abandoned supermarket on Merrimon Avenue almost one mile away.

By 1976, Black Awareness Week had been extended by the Black Students Association to a full month, with the theme "Black People in the Building of America." It was jointly sponsored by the BSA and the special programs committee. Clyde McPeters, from Nigeria, performed African music during the course of the celebration, and soon afterward became the second black student to become president of the Student Government Association.

In the spring of 1976, all of us were aware that the following year was the fiftieth anniversary of the founding of the institution. I asked Dean Alice Wutschel, who had just received Marquette University's Outstanding Alumnae Award, to cut back on all of her other activities and to devote a major portion of her time to preparing for an alumni meeting in February of 1977. She contacted hundreds of alumni and planned so efficiently that the anniversary celebration marked the institution's first really good alumni meeting.

Roy Taylor retired from Congress in 1976 and made plans to sponsor a public-speaking contest. He felt that the experience he had received as a student in public speaking was instrumental in the success he had achieved during eight terms in the Congress of the United States. He wanted to give the students both an opportunity and an incentive, so he gave the foundation a grant of $5,000 to be put in permanent investment; the income would be used for the annual Roy A. Taylor Public Speaking Award. His contribution was welcome, and the cash award has continued to stimulate a substantial number of students to compete each year. Both Roy and Evelyn Taylor attend the contest, and he has always been supportive in his comments and generous in his congratulations to all the contestants.

A statewide organization of student government presidents was estab-

lished in 1976. Tom Zumberg, who was president of UNCA's Student Government Association at that time, was named the first president of the North Carolina Association of Student Governments.

Dr. James Perry, along with the members of the biology department and the Botanical Gardens Association, held their fourth Spring Wildflower Pilgrimage, and once again it was a great success. People came from all parts of the country to enjoy the wildflower pilgrimage, the hikes, and the bus trips. It was a delight to see so many people experiencing the pleasures of the botanical gardens and the beauty of Asheville and the surrounding area in the spring.

Because Dr. Barrington White, UNCA's first Breman Professor, was on campus at the time, we asked him to be the commencement speaker that year. The Reid Award for the person graduating first in scholarship that year went to Barbara Frady. At the same graduation, the institution conferred the Distinguished Service Award on Dr. Lester Zerfoss and Dr. James Stewart, both of whom were retiring at that time. Each of them was considerably beyond normal retirement age, and yet each had continued to make valuable contributions to the institution.

We had been in communication with Western Carolina University for a couple of years concerning a cooperative venture in the field of nursing. UNCA could not support a separate school of nursing, primarily because it took one full-time teacher for each eight full-time equivalent students to be accredited by the State Board of Nursing and the National Board of Nursing. Since our overall budget was based upon a ratio of one professor for each sixteen students, it would have required an exorbitant portion of our budget to fund a nursing program. At the same time, Asheville is the medical referral center for western North Carolina. With the constant demand for well-trained nurses in the area, UNCA needed to be involved in helping to alleviate the perennial nursing shortage. In July 1976, Chancellor Robinson of WCU and I announced a joint nursing program that proved to be a satisfactory way of solving the problem. Students who wanted to receive a bachelor of science degree in nursing could attend UNCA for two years for their basic sciences and general education courses. Then, if their grades were satisfactory, they would be admitted to the WCU School of Nursing. The third year would be spent at WCU and the fourth year back in Asheville, doing mostly clinical work in the Asheville hospitals. Upon graduation, those who had started at UNCA would have their names listed in our graduation program as receiving a bachelor of science degree in nursing. The program's adviser was John Bernhardt

of the biology department, who also advised the premedical students on the campus. He took this additional duty seriously and over the years has been an extremely effective adviser.

Two events in 1976 exacerbated some of the internal difficulties alluded to earlier, causing a great deal of dissension. The first was Governor James Holshouser's decree that all travel funds would be severely limited and that no one would be allowed to travel out of state without approval from Chapel Hill and Raleigh. The other part of the governor's order was that the institutions would permit in-state travel only when it was essential to the mission of the institution or agency. This decree applied not just to UNC campuses but to all the institutions and agencies of the state; it was a consequence of the continuing economic downturn that had started in 1973. Most people recognized that this limitation was simply a response to a real public need and went about their business as best they could. Some canceled their trips, others continued with their planned trips within the state and elsewhere, paying their own expenses. However, two members of one department took issue with Vice-Chancellor Riggs and the way he had handled the matter, charging that he had discriminated against their department in the distribution of travel funds in the spring of 1976. Both were aware of the governor's order, because the information had been sent throughout the campus, but they asserted that others were allowed to go to meetings, while their requests were refused. Dr. Riggs explained the nature of the governor's decree, the absence of travel funds, and that those who had made trips after the two were turned down had had travel applications approved long before the governor's order had been issued. Nevertheless, the explanation aroused a surprising amount of hostility, and Dr. Riggs finally turned the issue over to the Faculty Senate to determine whether there had been any unfair use of travel funds that spring. The matter lay at rest during the summer, but it was one of the first matters considered by the Faculty Senate the next fall. The issue grew particularly unpleasant when a man who had no relationship to UNCA attended a senate meeting and attempted to harangue the group into supporting the dissatisfied professors. The members of the senate did not know that four representatives of a labor union had called on me. One of the faculty members involved in the dispute was a political ally, and they did not want him harmed by an action of the senate. Obviously they had no idea how colleges and universities operate: they were totally surprised and disbelieving when I told them I had nothing to do with the senate. The men made some veiled threats before they left. The senate went into

executive session for three hours and, by an 11–4 vote, adopted a motion stating that they could find no improper distribution of travel funds in the spring of 1976. That settled the matter from a legal and procedural standpoint, but the sense of hostility that had been engendered remained.

A much more significant case erupted in the spring of 1976 with regard to a faculty personnel decision. The new tenure document was approved by the Board of Governors in early February and went into effect ninety days later. It met the specifications ordered by the Board of Governors and had been approved by the faculty, the chancellor, and the UNCA board of trustees. Thus, it was the official document for the campus. In March 1976 several faculty members were not reappointed after the end of their contracts. In accordance with the tenure document, they were so notified one year before their contracts expired, which gave them adequate time to find positions elsewhere. One person who was not recommended for reappointment and permanent tenure was a woman who had the support of some good friends on the faculty and many students who thought she was doing a good job teaching. However, others in her department, including the chairman, considered her an abrasive individual and a discordant member of the department, and opposed her being reappointed with permanent tenure. The next step in the process was consideration by the six-member committee of the tenured faculty, representing the various disciplines of the campus. This advisory committee, in its consultation with Vice-Chancellor Riggs, was evenly divided; three wanted the faculty member to be reappointed with tenure, and three wanted her contract to be terminated at its expiration. Vice-Chancellor Riggs considered the judgment of the department chairman accurate and recommended that she not be reappointed. There had been a negative recommendation every step of the way, with the exception of the advisory committee of the tenured faculty, which indicated an even division for and against. When the decision of the chief academic officer reached the chancellor's office, I felt it would be a mistake to overturn the documented recommendations that had been reached at two previous levels in accordance with the tenure document. Following the procedure specified by *Tenure Policies and Regulations*, I wrote to the faculty member informing her that she would not be recommended for reappointment and that her contract would expire in one year in accordance with the terms of the contract.

A portion of this chapter has detailed the long hesitation of the faculty

in completing the tenure document to the satisfaction of the Board of Governors. That mandatory decision still rankled a number of the faculty, so the protests concerning the failure to reappoint the individual came as no surprise. Although the advisory committee in its tie vote had been of no assistance to the vice-chancellor, the division signaled trouble. The case called into serious question the decision-making process and the role of the faculty in matters of tenure. It caused some divisive factionalism, which only exacerbated personality differences and for a time threatened to disrupt the normal work on the campus.

Both the *Code* and the *Tenure Policies and Regulations* established specific channels for review, and throughout the appeals process, every precaution was taken to give the faculty member a fair hearing to determine whether there had been flaws at any point in the decision-making process. According to long-standing University of North Carolina policy and the new tenure regulations that had gone into effect at UNCA in March 1976, a faculty member does not have a contract right to reappointment. The institutions are free to decide contracts according to their own needs and judgment, whether for initial appointment or reappointment, but both the *Code* and the tenure document set forth certain impermissible reasons for not reappointing a faculty member. A section of the *Tenure Policies and Regulations* provides that review of a "nonreappointment decision shall be limited to determining whether the recommendation to reappoint was based upon . . . [impermissible] grounds, those being (a) the faculty member's exercise of rights guaranteed by either the First Amendment to the United States Constitution or Article I of the North Carolina Constitution; (b) discrimination based on the faculty member's race, sex, religion or national origin; or (c) personal malice."

As was her right, the faculty member sent her initial complaint in writing to the faculty committee on hearings, as stipulated by the document. It was denied on the grounds that the written evidence did not support the contention that any of the impermissible reasons lay behind the decision for nonreappointment.

The *Code of The University of North Carolina* provides that any faculty member may appeal the decision of any grievance to the UNCA board of trustees, and as was her right, the professor, through her attorney, contacted the committee on educational programs of the board of trustees by letter, requesting that the committee and the full board grant her relief by reemploying her with tenure, invoking the tenure document to challenge

the nonreappointment decision on the grounds of sex discrimination and/or personal malice. In the interest of assuring the full rights of the aggrieved faculty member, the board of trustees requested the committee on hearings to grant a full hearing. In November 1976 the faculty member presented her case before the committee of her colleagues, asserting that sex discrimination and personal malice had been factors in the decision not to reappoint her with tenure. The committee, after the presentation of evidence, concluded that she had not established her contention.

The decision was unsatisfactory to the faculty member and her attorney, who appealed again to the UNCA board of trustees. Because there was little established precedent, the institution proceeded with extreme caution. In January 1977 we asked for legal assistance from General Administration attorneys Richard Robinson and Jeffrey Orleans as to how to proceed. They were accompanied in their first meeting with the board by UNC vice-president Raymond Dawson. The three men made a thorough review of the policies of the *Code* and the *Tenure Policies and Regulations* as they related to the case, and from that point on, Robinson and Orleans became our legal counsel in the matter.

The board asked the committee on educational programs to make a thorough study of the sections of the *Code* and the tenure document that pertained to the case and of the proceedings of the committee on hearings. The committee could find no basis for the contentions alleged by the faculty member but surmised that the faculty committee, not having legal experience, might have inadvertently terminated the hearing too soon, as charged by the woman and her attorney. Determined to grant the faculty member her full rights for appeal, the board of trustees remanded the case to the 1977 committee on hearings, to be assisted by more complete guidelines and legal counsel. The case was heard in May, and the second faculty committee came to the same conclusion that had been reached by the previous committee in November 1976, that she had failed to establish her contention.

The case came back to the board, which formed an ad hoc committee, to whom the faculty member appealed her case. On June 16, 1977, the board of trustees adopted the decision of the ad hoc committee that the faculty member had failed to present a prima facie case for her contention that the decision had been made on the impermissible grounds of sex discrimination and/or personal malice. Each decision garnered extensive coverage in the local media.

Early in 1976 the faculty member and her attorney had registered a complaint with the Equal Employment Opportunity Commission and the Office of Civil Rights in Atlanta. After a year of written communication among the various agencies involved, a team representing the Office of Civil Rights visited the campus in March 1977, preparatory to making recommendations on this and a second, more recent charge of sex discrimination. A woman who had applied for the position of assistant to the dean of students had not been hired, and she had registered a complaint with the Office of Civil Rights. She felt that her experience and qualifications exceeded those of the man, Zollie Stevenson, who was placed in the position. Upon finding that Stevenson was black and that he had a wealth of firsthand knowledge from his years of work with student government while a student at UNCA, the team looked no further into the woman's charge of discrimination on the basis of sex.

The case of the faculty member continued into 1978. On the grounds of a violation of civil rights, she and her attorney prepared to present the case in federal court, but it never reached the hearing stage. After negotiations among General Administration attorneys, the Office of the Attorney General, and the professor's attorney, the decision was made to reach an out-of-court settlement. Weighing heavily in the decision were the needs to diminish the dissension that the issue had caused among the faculty and the necessity to get on with the regular business of the institution. The professor accepted a monetary settlement equal to two years' back pay to cover the time that the case was under consideration. The settlement provided that neither party would make further statements to the public for or against the various positions. The contents of the settlement and additional information were published in the Asheville newspapers and are a matter of public record. The woman found a position elsewhere, and the work of her department went on unimpeded.

In early 1979, months after the settlement, we received a letter from the Office of Civil Rights, which had finally reviewed the case and concluded that UNCA was guilty of discrimination on the basis of sex. The institution was given ninety days to comply with the order of the Office of Civil Rights. We had to turn to the attorneys of the General Administration and the Office of the Attorney General to seek relief from the order, but the case was settled and the aggravation was put behind us. We were too occupied with other things to spend more time on such a divisive issue.

CHAPTER 11

A New Atmosphere

The campus welcomed fourteen new faculty members in the fall of 1976. Among the most exceptional were Dr. Phyllis Betts in sociology, Dorothy Sulock in mathematics, and Jozef Vandermeer in art. Jerry Greene, who had played basketball for A-B in the mid-sixties and had gone on to become a very successful high school coach, came to work as Bob Hartman's assistant coach. Dr. Thomas Cochran, an assistant professor of psychology, volunteered to coach the women's basketball team. Given the budget at the time, volunteer help was about the only way we could provide coaching for women's basketball. Dean Alice Wutschel replaced Dr. Riggs as the Title IX officer for the campus. We were especially concerned about the difficulty of funding various intercollegiate sports, and we felt that the dean would work to provide a women's intercollegiate athletic program without draining the men's program.

Not long after the academic year began in August, WUNF was under way as a 10-watt educational radio station that could be heard throughout most of the southern half of Buncombe County. The station played mostly the rock music that students liked, but it also broadcast many announcements about happenings at UNCA.

Once again, only UNC–Chapel Hill, NC State, and UNC-Greensboro had incoming freshmen with higher SAT scores than those who enrolled at UNCA that year. In a correlative statistic, 49 percent of the incoming freshmen had ranked in the top 20 percent of their high school graduating class. These indications were confirmation that we were continuing to attract the kind of students our program was designed for.

In September, the art students joined the Art Alumni Association to present a second fall festival. The quadrangle was covered with paintings, musicians played a variety of instruments, and the entire event had the air of a folk festival. About the same time, the North Carolina Symphony Orchestra, with Conductor Benjamin Swalin, performed in Lipinsky Auditorium. The stage was too small for a full-size orchestra, but the musicians managed to squeeze themselves and their instruments onto it. It was a stimulating concert by an excellent orchestra.

In October 1976, Arnold Wengrow presented Thornton Wilder's classic, *Our Town*. It was one of the last dramatic performances in Lipinsky Auditorium because the new theater was under construction. Wengrow had designed the stage in a raised oval configuration and anticipated training his performers for theater-in-the-round. *Our Town* was a near-flawless production, and it helped generate a great deal of excitement about the opening of the new theater.

That same month, Professors Bahram Farzanegan of political science and John Braggio of psychology discussed simulation and its psychological implications at a meeting of the North American Simulation and Gaming Association. We did not realize at the time that this was the beginning of close ties between UNCA and NASAGA.

Dr. Gene Schapiro, who had been on the board of directors of the foundation for some years, was elected president of that organization, and we were indebted to the members for their work in raising scholarship money.

In November 1976 the history department and the History Association staged a military reenactment of "Buncombe Day" in the city-county plaza to celebrate the bicentennial of the Declaration of Independence. They organized companies, marched around in eighteenth-century military uniforms, held a black-powder-shooting contest with flintlock rifles, and played eighteenth-century songs. The students and wives of the history faculty prepared another groaning board, with musical entertainment throughout the entire meal. It was a great deal of fun, and it was amazing to see how hard people had worked to make sure their costumes were authentic.

The Management Association was formed in December 1976 to bring majors together on a regular basis so that they could discuss their mutual concerns and interests. Joe Bly, a graduate of the junior college class of 1947, was elected president. An excellent speaker and a natural yarn-

spinner, Bly loved the idea of returning thirty years later to become president of a student association.

The first games played with Jerry Greene as assistant coach took place during the traditional tip-off tourney, which UNCA won by defeating Carson-Newman College of Tennessee in the finals.

That December, after many months of discussion and the approval of the dean of students and the chancellor, we formed the Campus Commission on Student Services. The organization included students, faculty, and staff, and its function was to allocate funds and supervise on-campus student activities. The commission provided an orderly way of handling the money collected as a required fee from all students. The Student Government Association had become somewhat lax in the way it handled money, and the faculty and administration, as well as a majority of the students, were concerned about the situation. Although SGA president Randall Kindley vigorously opposed the loss of full control and the board of trustees did not take a formal stand in the matter, the commission began its work. It established an effective means of assuring that the various student groups would receive their fair share of student activity funds and be held accountable for the proper use of those monies.

Early in 1977, it was necessary to appoint a search committee for a new vice-chancellor for academic affairs. Dr. Riggs would turn sixty-five the following year and, in accordance with the *Code of The University of North Carolina*, he would no longer be eligible to continue in the position. The search committee numbered six faculty members selected by the senate to represent the various major divisions of the campus, three students chosen by the faculty, and one member of the alumni association. Dr. Robert Trullinger of the history department was chairman. The committee began its time-consuming work in the fall of 1977, after the appropriate notices had been sent to hundreds of colleges and universities all over the country and the position had been advertised in the *Chronicle of Higher Education*. It was the type of work that required total confidentiality, and no one violated that self-imposed rule. Five candidates from a pool of 429 applicants would be invited to the campus to spend an entire week talking with various faculty, student, and administrative groups. It was an extremely vigorous approach that would require nearly a full year, but the situation at the time indicated the need for the most careful consideration.

By 1977, Dr. Farzanegan had assumed full responsibility for the growing Great Decisions Program, thereby freeing Dr. Rainey for other impor-

tant civic work. Dr. Farzanegan arranged for grants, secured local funding and support, scheduled speakers and discussion leaders, and managed the advertising for the annual series. The program had begun expanding to towns beyond Asheville because there was sufficient interest and flexibility for it to reach a wider audience than the Foreign Affairs Forum had. Hundreds of members took full advantage of the text included in the membership fee and came to each discussion well prepared for intelligent dialogue.

When UNCA and Western Carolina University began jointly presenting the inter-nation simulation program, the number of counties and high school students involved increased considerably. It was an excellent example of a cooperative venture in a field in which both institutions had high stakes. As a result of the growing interest in simulation and gaming as learning tools, Professors Rainey and Farzanegan conducted workshops in Macon, Georgia.

Something everyone who was on campus that year will remember was the unbelievably cold weather in January and February. It was the coldest winter on record, and it caused a shortage of fuel oil and natural gas. The dormitories and the infirmary used natural gas, so the shortage meant that we could provide hot water only on an on-and-off, publicized basis. The students recognized that the matter was beyond our control and proved themselves to be very good sports.

Homecoming 1977 celebrated the fiftieth anniversary of the founding of the institution. Dean Wutschel did a magnificent job of contacting the alumni and assembling material about the history of the university. Heretofore, the annual alumni gatherings had usually numbered forty to fifty people, but this event drew several hundred to the Hilton Hotel. Former president Glenn Bushey came back for the occasion. Dean Wutschel and her committee had put together a comprehensive and entertaining slide show, with photos from 1927 to the present. For the first time, the alumni recognized that continuity did exist between the junior college days and the senior college experience. The result was a new and greatly revived alumni association. During the afternoon, the alumni awarded special honors to two people who had been associated with the institution for a long time: Virginia Bryan Schreiber and Roy A. Taylor. Everyone was invited to a basketball game against Belmont Abbey that night, and most of the alumni came. The dance at the Grove Park Inn following the game was also well-attended. All in all, it was a most enjoyable event. The

Asheville Citizen ran a special edition commemorating the school's anniversary and delved into newspaper files to review much of the early history of the institution.

This meeting turned out to be extremely important in that it got more alumni involved and made it possible for UNCA to combine some of its own funds with alumni money to employ Christelle Royalle as part-time director of alumni affairs. Her main job for several years was to get graduates' names and current addresses and to initiate correspondence. It was a big job, but she was able to locate many people who had not been contacted until then.

One of the proposals considered by the 1977 General Assembly was the Adams-Ramsey Bill. Its aim was to provide funds for the capital needs of higher education institutions without raising taxes, by instead accelerating the payment of corporate income taxes. Although the General Assembly never approved the bill, its discussion did benefit UNCA. For many years, the dormitories and student centers at various campuses in the state were built by bond issues that were paid back by student fees. Our enrollment was not large enough to generate enough in fees to support construction of a badly needed dormitory and student center. We were also still paying off debt for the first group of dormitories. The Adams-Ramsey Bill, however, broke precedent and positioned the new dorm and student center to be built at state expense whenever the funds were available.

One of the most pleasurable experiences I had in the spring of 1977 was the privilege of introducing Professor Bell I. Wiley of Emory University at the regional meeting of Phi Alpha Theta. Dr. Wiley had been a professor of mine at Louisiana State University in the forties, and it meant a great deal to be able to introduce a scholar of his stature to the students. He gave an excellent address about his research experiences in writing books about the American Civil War.

An event took place that April that we had been looking forward to for two years—the grand opening of the new theater building. Irwin Belk of Charlotte contributed the money for the entire lighting system. While it was extremely expensive, it was essential to the type of productions being planned. The contribution covered the cost of the equipment, but the complicated installation remained to be done. We contacted professionals in the field, who quoted us a fee of $22,000—money we simply did not have. Paul Sweeney, who is extraordinarily gifted in lighting and electronics, recruited a few students and installed the computerized equipment

exactly as he and Arnold Wengrow wished. We were proud to name the building the Carol Belk Theatre. It opened with a Wengrow adaptation of an old English classic, *A School for Scandal*. Irwin and Carol Belk, along with her parents, were our guests at this grand opening.

Dr. James Perry and the people in the biology department coordinated another Spring Wildflower Pilgrimage, this time with the help of employees from the National Park Service. The program included field trips to the Blue Ridge Parkway and Grandfather Mountain, as well as walking excursions throughout the area to see the extraordinary profusion of wildflowers. A measure of the program's popularity was the increase in the number of participants each year.

By the spring of 1977, the institution was able to offer a much larger amount of scholarships, grants, and aid to students. The financial aid office was becoming increasingly important as federal programs expanded to keep pace with increased enrollment across the country. At the same time, many individuals and companies in the area contributed scholarships, and their numbers grew each year. American Enka, the family of Ernest Mills, Olin-Matheson, Ruth and Dr. Leon Feldman, the Breman family, Helen and Coleman Zageir, and Dr. Sprinza Weizenblatt were leaders among those providing multiple and continuing scholarships.

In April, Dr. Bruce Greenawalt of the history department initiated what came to be known as the Southern Highlands Research Center. Greenawalt set in motion a search for documents, family papers, photographs, newspaper articles, books, and any other material pertaining to the history of the Asheville area. The center, which was located in the library, became the single location for information about the development of local industry, the ethnic mix that set the area apart from the rest of southern Appalachia, and the business and cultural events that made Asheville distinctive. We believed that the city and its immediate environs, unique since the days of George Vanderbilt, warranted such a center.

A special kind of graduation ceremony that year commemorated our fiftieth anniversary. Several people who had played instrumental roles in the development of the school received UNCA's highest commemorative honor, the Distinguished Service Award. Among them was Ainsley Whitman, who was retiring as librarian. When he joined UNCA in 1962, the library contained only a few thousand volumes, many of which had no place in a college library. Whitman had worked with the architects in building the library and had diligently developed a well-trained and effi-

cient staff. The library was the heart of the campus, and Ainsley Whitman took great pride in ensuring that the facility would grow to serve the campus population. We also gave the Distinguished Service Award to Charles G. "Buzz" Tennent, UNCA's landscape architect since the institution had moved to its permanent location, and to three former trustees who had worked together in the sixties to achieve four-year status for the school and to secure a merger with the University of North Carolina: Manly E. Wright, John M. Reynolds, and Bruce A. Elmore. Two other recipients were Wilma Dykeman Stokely, the graduate of the junior college class of 1938 who had earned a national reputation as a southern Appalachian writer, and Roy Taylor, a retired congressman, member of the first class, a long-term trustee, and, over the years, one of the institution's strongest supporters. The opportunity to honor such individuals made the fiftieth anniversary graduation a memorable occasion.

In June 1977, UNCA became the first campus in the state to develop a Center for Economic Education. Dr. Shirley Browning, chairman of the economics department, was its first director. The center was dedicated to helping public school teachers at all levels understand the basic principles of economic education, and it expanded throughout the region before many years had passed.

In July 1977, Governor James Hunt reappointed to the UNCA board of trustees Julia Ray and Cecil Cantrell. Carl Loftin of Asheville was welcomed as a new member. At the annual meeting, Maurice Winger was elected chairman of the board, David Felmet vice-chairman, and Cary Owen secretary. The trustees would be involved in many important matters during the next few years.

UNCA received some welcome news that summer when Whitley Ayers completed his doctoral thesis in Chapel Hill. Dr. Ayers had done his work in political science, and his research project compared, campus by campus, Scholastic Aptitude Test and National Teacher Examination scores throughout the University system. He began with the assumption that institutions that admit students with high SAT scores would probably have graduates with high NTE scores. It was a perfectly valid assumption, but Ayers wanted to dig deeper. After comparing incoming SAT scores with NTE scores four or five years later, he compared the sixteen institutions to determine which ones were the most effective when it came to preparing teachers. It was an elaborate statistical study, and when Ayers was through, it was clear that UNCA was number one in the state. At

every level of incoming SAT scores, UNCA students had the highest NTE scores at graduation. The conclusion that Dr. Ayers reached was that the type of program UNCA had established years before, with its emphasis on liberal arts and its program requiring teacher-certification students to earn degrees in specific academic fields, was the most effective in the system. It was gratifying to have an objective person and hard statistics confirm the position we had held all along.

The fall of 1977 was complicated by a personal health crisis that began on August 14. I became aware that something was seriously awry with my muscular system, and by the time I was admitted to the hospital that afternoon, my muscles were rapidly ceasing to function. My wife and I battled the specter of paralysis for two days before an accurate diagnosis could be made. Acute polymiositis is a painful degenerative disease of the muscles, but we were assured it could be reversed by medication, physical therapy, and extensive exercise. After three weeks in the hospital I was warned by my physician that, even under optimal conditions, it would be several months before I would be physically able to return to work.

I was kept isolated from campus news at first and was unaware of newspaper articles full of misdiagnoses and dire predictions. Then, to my great dismay, I learned that the rumor mills had been working overtime; speculation about my health and eventual return to work was running wild. I had hoped the faculty members would use such a time to pull together to maintain the normal operation of the campus. Unfortunately, the opposite occurred. Some faculty who had disagreed with university policies for years became unnecessarily concerned about their own positions. A group of sixteen registered their alarm by petitioning President Friday to appoint an acting chancellor from off campus to help resolve the bad feelings that had resulted from personnel decisions in recent years. President Friday and Vice-President Raymond Dawson came and met with the board of trustees and as many faculty as were interested. Shortly thereafter, President Friday called to tell me he was appointing Dr. Arnold King acting chancellor and urged me once again to do whatever was necessary to recuperate.

Unaware that I had been in frequent contact with Chapel Hill from the time I was allowed to receive phone calls, the faculty petitioners never realized that their plea was extraneous. On those rare occasions when a chancellor must leave his post for an appreciable length of time, the General Administration deals appropriately with the absence. It is probable,

however, that the plea accounted for the degree of sensitivity with which President Friday and Vice-President Dawson responded. Both the faculty and I were pleased, but for different reasons. Dr. King's experience with the University assured me there was no problem on any campus that he could not handle in his calm and reasonable way. I suspected he would smile privately at the campus infighting that, compared with other situations he had untangled, was minuscule. And because I trusted his judgment completely, I was certain that no new personnel problems would arise while he was on campus. He was also familiar with UNCA's problems, and I, along with the other chancellors, sought his advice often. It was my hope that he could find a solution to the continued bickering between UNCA and WCU over academic turf.

By early November, I had regained sufficient strength to resume my duties as chancellor. I was deeply grateful to Dr. King for interrupting his work and his personal life to come to Asheville. Because I was familiar with his expertise, I was not at all surprised to find the university quiet. Personal hostilities had been diverted by campuswide interest in the search for a new vice-chancellor. Fall enrollment was up 10 percent over 1976 figures, which translated into a welcome budgetary increase. New faculty hired during the spring and summer had started work. Among them were university librarian Malcolm Blowers, Dr. Sally Bauman in French, Dr. Lisa Friedenberg in psychology, Luther Lawson in economics, Dr. Russell Reynolds in Spanish, and Dr. Thomas Scism in political science.

Upon my return, my assistant, Carolyn Frady, showed me a letter dated October 25, 1977, which had been sent by the acting chancellor, Dr. Arnold King, to President Friday. It enumerated suggestions relative to our situation with WCU significant enough to cite in original form, keeping in mind that Dr. King was President Friday's special assistant and that the two men shared close ties.

> It is my opinion that a fair division of responsibility would be that of allocating the administration and provision of instructional services for all undergraduate study carried on by the University in the Asheville area to the Asheville campus. The students would be admitted here, they would be registered here, their records would be kept here and academic authorities here would be responsible for providing faculty drawn whenever necessary from the faculty of Western Carolina University, to maintain satisfactory programs of

instruction or over a period of time be authorized to employ additional faculty that might be warranted by FTE enrollment.

In the case of graduate instruction a similar arrangement could be worked out giving Western Carolina University responsibility for graduate instruction; however, in view of the superior qualifications of many members of this faculty special attention should be given to utilizing their talents in graduate instruction.

I notified President Friday that I wholeheartedly agreed with Dr. King's suggestions. His letter addressed many of the problems of the duplicate undergraduate courses still being offered by both institutions in Asheville. President Friday agreed. We adopted Dr. King's proposal to establish a four-year joint planning committee, including three representatives from both campuses, which would meet, review various disagreements, and plan for the presentation of programs on the UNCA campus. The committee began meeting in early 1978 and continued beyond the four-year period suggested. It was one of the important steps in gradually delineating the responsibilities of both UNCA and WCU in this area.

We had another Breman Professor on campus for an eight-week term during the fall of 1977. Dr. Arthur Vidich, who was invited by the sociology department, was a professor of sociology and anthropology at the New School for Social Research in New York City. He held student seminars, talked with faculty members, delivered a number of public addresses, and proved to be a fine lecturer and an outstanding scholar. The fact that several sociology students followed him to New York to study for their doctorates is indicative of his positive impact. The value of the Breman Professorship in bringing to the campus people who could inspire our students and faculty was becoming increasingly apparent.

During 1977, difficulties at the student radio station caused WUNF-FM to cease broadcasting for several months. The business records were in such disarray that no one could determine what was going on. At the same time, there was no student on the campus qualified to operate the station. This recurring problem caused us to have serious doubts as to the continued viability of the radio station until a program in communications could be established. The university had no funds to support the station, and the students had made it clear that they wanted to operate the station themselves, but being forced to go off the air periodically did not generate respect for the station.

Several other significant events occurred that fall. An exhibit loaned by Lucy Herring went on display in Ramsey Library. "The History of Black Highlanders" included photos, clippings, and other documents pertaining to the cultural activities of black people living in the Asheville area over many years.

Dr. Gene Rainey was invited to the United States Military Academy at West Point for two weeks as a visiting lecturer. He discussed perceptions of power relations in the world at that time, which had been the focus of a book he had published the year before, *Patterns of American Foreign Policy*.

In early September 1977, the graduating class of 1929 commemorated the school's fiftieth anniversary with a dawn redwood tree planted on the quadrangle. The tree was a match for one planted by the Baha'i congregation eleven years earlier. Both trees and their accompanying bronze plaques are magnificent testimonies to the occasions they commemorate.

In September members of Phi Alpha Theta took a tour of Historic Wilmington. Everyone had a great time, and one of the highlights of the trip was a visit to the USS *North Carolina*, which played such an important part in World War II and is now a tourist attraction located in the Cape Fear River in the middle of Wilmington.

In the fall of 1977, Roy Taylor donated his papers, covering his years in the House of Representatives from 1959 to 1976, to the Southern Highlands Research Center. His major committee had been Interior and Insular Affairs, and the papers constituted an important addition to the research capacities of the newly formed center.

Dr. John Stevens returned from his summer at the University of Niijmegen in the Netherlands, where he had worked on the Mössbauer effect in research chemistry. Stevens was well on the way to becoming an internationally known scientist in the field of spectroscopy.

The University Committee on Special and Cultural Programs brought Jules Bergman, science editor for ABC television, to campus that fall. He had the respect of everyone familiar with his frequent appearances on news telecasts. Bergman spoke about the scientific and technological developments that would be available worldwide by the year 2000.

UNCA received two citations from the Human Resources Research Organization for the academic computer system developed by Dr. James Vinson, which involved a great deal of student work in the installation and use of the young Computer Center.

For several years, Peter Gilpin, the public information officer, and Pro-

fessor Trullinger of the history department, had moderated a WLOS-TV program called "University Dialogues." These stimulating weekly discussions focused on important current issues and campus events. The programs were broadcast from 6:30 A.M. to 7:00 A.M., and a surprisingly large number of people watched the show every week.

That November, more than 350 high school students came to the campus to participate in Science Day. One of the principal sponsors was a group of UNCA students called the Undergraduate Research Organization, under the direction of Dr. John Stevens. Most of the members were majoring in the natural sciences, and they wanted to give high school students an opportunity to see the science work being done at UNCA. The students displayed their own projects, ate lunch, and viewed demonstrations presented by the various science departments. Prizes were awarded both to individual students and to the high schools. Probably the most effective way to communicate with high school students is to bring them on campus and let them experience what actually goes on. The event has since become one of the highlights of the academic year.

Beginning in the fall of 1977, the department of management and the Management Association began inviting executives from area industries and businesses to discuss with our students the employment picture for management graduates. This was in addition to the internship program, an important feature of the management program from the beginning.

As the year drew to a close, Dr. Dexter Squibb, chairman of the chemistry department, and Dr. Harold Crutcher, an employee of the National Climatic Data Center and a part-time teacher for many years, had been made Life Fellows of the American Institute of Chemists. It was a high honor, and UNCA was extremely proud of both men.

In January 1978, UNCA's public information officer, Peter Gilpin, left for Washington, D.C., to join the staff of Congressman Lamar Gudger. He had become an integral part of the university, and we missed him a great deal. It took some time to find a replacement because we needed a person attuned to working with the local media. We settled on William Mebane, who had worked at the *Asheville Citizen* and at WLOS.

That spring, the Board of Governors authorized the university to plan and establish a degree program in atmospheric sciences and meteorology. This tied in with our efforts to bring the National Climatic Data Center to our campus by using the old Grove Arcade Building in downtown Asheville for some other purpose and having the federal government

build a new facility on land immediately east of W. T. Weaver Boulevard. We had already arranged to lease ten acres of that forty-five-acre plot to the U.S. Forest Service. Having the NCDC on campus in conjunction with a degree program in meteorology, as well as a projected program in environmental studies that would dovetail with the Forestry Service, would cement relationships that were unique in the United States. Our management majors would benefit as well, because both agencies wanted them to serve as interns. Congress granted the appropriation for the forestry building, which serves as headquarters and principal laboratory for the five southeastern states. We have not been able to get the General Services Administration to agree to move the National Climatic Data Center there, although the issue will continue to crop up since the Grove Arcade is no longer adequate for NCDC needs.

During the fourth term of the spring semester, Dr. James Vinson, chairman of the physics department, offered a special evening course titled "How Computers Do It" to students and anyone from the community who wished to learn something about basic computers. The number of applicants was indicative of the widespread interest in the use of personal computers.

Without question, the largest single issue on the UNCA campus in the spring of 1978 was the selection of a new vice-chancellor for academic affairs. The committee invited each one of the five final candidates to spend five days on campus, which was ample time for adequate exposure. We selected Dr. Laurence Dorr, a faculty member at Kean College in New Jersey. He had been the academic vice-president of the institution and had other administrative experience at Central Michigan University. There was an enormous sense of relief on campus upon the resolution of an issue that had been hanging fire for a year.

One of the interesting announcements in early 1978 came from the Office of International Studies. Working in conjunction with the art department, we had developed a unique summer session composed of two weeks spent on the UNCA campus in preparation for a three-week trip to Florence, Italy. While on campus, participants viewed slides and heard lectures on the history of Italian Renaissance art. The time in Florence was spent exploring various galleries to see in real life the art captured on the slides. The course did not have to be taken for credit, and many citizens in the community who had no interest in a degree signed up. Afterward, many of the participants wrote glowing letters about the benefits of the summer program.

Almost everyone who was present will remember the 1978 graduation as the Gwen Summey Commencement. The seniors felt it was time for a student to address the graduates, and Gwen Summey was the unanimous choice. She was going to receive the top award for scholarship and, although we did not know it when she was chosen to speak, she had also been selected to receive the A. C. Reynolds Citizenship Award. In addition to those awards, it was announced that Gwen Summey had won a Fulbright scholarship to study chemistry at the University of London.

That summer, Milton Ready replaced Dr. James Stewart as director of the international studies program. Dr. Stewart had established the program in 1969 and had been responsible for all the trips to Oxford, as well as trips to other parts of Europe taken by students and townspeople. Stewart and Ready had worked together in the Irish-American Program in 1976.

UNCA participated in the Elderhostel Program for the first time during the summer, with Alice Wutschel in charge. The basic purpose of the program was to enable senior citizens to live on campus at a modest cost, buy meals at student prices, and spend their days participating in special courses. Probably no outside group ever expressed greater appreciation for our efforts than the Elderhostel participants. The program has grown even more popular since that first Elderhostel in 1978.

C H A P T E R 1 2

Gathering Momentum

In July 1978 we had the pleasure of breaking ground for the largest classroom building in our history. Funds had been made available by the bond issue passed in 1976 to provide top-priority construction funds for all university campuses. The new chairman of the board of trustees, Maurice Winger, presided over the ceremonies. We described plans for the building and announced that the board had selected J. Bertram King to be the architect and designer. The audience was pleased to learn that the building would be named for Charles D. Owen. Before his retirement, Owen had been highly successful in textiles and blanket manufacturing for many years. The building that would house our management program could not have been better named.

Art and management would share the new building because those were the two departments with the greatest need for space. With approximately fifty thousand square feet of floor space, the structure could handle the needs of both departments for several years. Therefore the chairmen and the faculty of both departments were involved in designing the building to make the best use of the space. The art department benefited greatly, given the rather miserable space that had been its home for years. The art department was popular and had to close out its classes faster than almost any other department.

The school has had the good fortune to attract many excellent people, but few have made a more immediate and positive impact than Dr. Laurence Dorr, who assumed his office as vice-chancellor for academic

affairs on July 1, 1978. A former Jesuit, he had decided that the priesthood was not his life's calling and had obtained his academic degree in higher education administration from the University of Michigan. He had spent several years at Holy Cross, Boston College, and Central Michigan University before becoming academic vice-president at Kean College of New Jersey. With his philosophical, theological, and academic training, coupled with years of negotiating with teachers unions, he was admirably equipped to address what had been, for some time, a situation of lowered faculty morale. After his week's interview on campus, he had written a perceptive consultant's report. In it he noted that the qualifications of the faculty were excellent but that there was a general feeling of unease about faculty-administration relationships involving the decision-making process. This he set out to repair by listening at great length to each member of the faculty, thus beginning the gradual process of establishing trust in the office of the vice-chancellor. It was apparent that more distinct operating policies needed to be put into place. Early in his first semester, he established monthly meetings of all department chairmen, a forum that was badly needed. Shortly thereafter he established the Council of Chairmen, with six members, to help him establish a basic agenda for matters of particular concern to the chairmen, making it clear that they were to be fully consulted in the process of policy-making. Dr. Robert Trullinger was elected to chair the council. Among its members were several faculty who had been at UNCA long enough to have a clear perspective on past difficulties, among them Professors Richard Reed, Michael Gillum, and Ted Seitz. The development of an open environment at Dr. Dorr's office and the certainty of an unbiased hearing did much to reassure the full faculty, and a mutual trust began to grow. Dr. Dorr also made clear to the senate that certain matters were its responsibility. So quickly did the thaw come about that several of the faculty who felt they had been ill-treated asked a representative from the North Carolina Association of Educators to speak with Dr. Dorr and to relay the message that they wanted to meet as a group with him. He immediately arranged the meeting and listened while every member talked. He concluded that what bothered nearly all the group most was the feeling that the majority of the faculty looked upon their past behavior as unprofessional and counterproductive. When they had all aired their personal views, Dr. Dorr reasoned that the only logical path back into the good graces of their colleagues was to begin to

play a constructive role on campus. Nearly all of them accepted that, and most of those who had felt at cross-purposes with the administration and fellow faculty from the mid-seventies quickly learned that good work and positive visibility went a long way toward restoring the respect they had previously enjoyed with their colleagues. Before long, thanks to Dr. Dorr's perceptive guidance, there was far more harmony within the faculty than had been enjoyed for years. In fact, several of those members who had felt excluded were later appointed by the vice-chancellor to be department chairmen.

At the end of Dr. Dorr's first year, it was apparent that the crush of his duties required an assistant, and Dr. Thomas Cochran, from the psychology department, became assistant vice-chancellor. For a short time he retained a half-time position in psychology, but rising enrollment and the addition of new faculty soon required him to spend his full time attending to his new responsibilities. These included budgeting in the academic departments, as well as much of the time-consuming student traffic for routine matters, which was channeled to him. The computing center, established by the physics department with the aid of a grant received by Dr. James Vinson, who was then chairman, had heretofore been used almost exclusively by physics. It was recognized that the center was a necessary tool for the whole campus, and Dr. Cochran was given supervision of the existing computer. With the cooperation of Dr. Robert Cole, the new chairman of physics, a complete system for establishing a workable data base for student information was in place within a year. It was the beginning of the much more sophisticated record-keeping system for the whole campus that would emerge in the early eighties.

The new vice-chancellor took note of the need to involve more of the community with the campus. Not only did he emphasize increased faculty involvement in civic activities but he also began to place considerably more emphasis on the evening program, involving additional regular faculty in a broader range of credit courses to be taught at night. Over a period of time everything that was needed for a degree would be offered in the evening. The community was reminded frequently that part-time students were equally welcome in all day classes. As a consequence, the number of part-time day students increased considerably.

At the same time, other important changes were taking place in the administration. Thomas Deason decided that summer to return to the mathematics department and to complete his career in his chosen field.

We established a search committee and late in the summer of 1978 located a person who would do an outstanding job as vice-chancellor for student affairs. Dr. Eric Iovacchini quickly became known to everyone on campus as Yav. He was an extremely energetic young man who was only thirty-one when he took this position. He had already received a law degree from the University of Nebraska and a Ph.D. in student services at the University of Wyoming, where he had served as assistant vice-chancellor for student affairs. He was approachable and articulate, and he understood from both experience and formal training what UNCA needed. He rapidly gained the confidence of the students and of his colleagues. His enthusiasm for student activities caused that area to expand and to improve.

In the fall of 1978 several students were interested in establishing a magazine or journal that would be more specifically oriented toward art and literature. The *Ridgerunner* had been going steadily downhill because of lack of interest. Each year would begin with great expectations and end with the editor struggling almost alone to see that the paper got out. *The Rag and Bone Shop* began publication in early 1979. Dierdre Morro was the first editor and brought a new dimension to publications on the campus.

It was an unusual year for the Student Government Association. Lynn Smith was elected president, and Michael Ochsenreiter was elected vice-president. Lynn Smith was the first female student to be elected president of the SGA in the entire history of the school.

We noted earlier that when Arnold Wengrow came to the campus in 1970, he showed a unique talent for taking classical plays and putting them in modern idiom, with modern music and modern methods of acting. In the spring of 1979 Wengrow staged a memorable performance. He adapted several of the stories from Chaucer's *Canterbury Tales* and produced modern jazz that effectively reflected the action on stage. The production was hilarious and played to packed houses and sparkling reviews. Had a most memorable performer been chosen from the excellent cast, it probably would have been Tom Lea, who played the rooster, Chanticleer.

That March, one of the most renowned of the British Africanists, Dr. John Blake, came as the Breman Professor. Because he had recently retired from the New University of Ulster, he was able to teach for the full fourth term. In his long career, including chaired positions at British universities, Blake had published a number of scholarly volumes dealing with the

southern half of the African continent. Though he could not, in an eight-week course, make instant Africanists of UNCA history students, he greatly aroused their intellectual curiosity, for he came prepared to give them a tantalizing taste of the vastness of what is known by specialists in his field. His students were awed by his intimate knowledge of a part of the world that holds so much interest, but about which so little is actually known in the States, outside a few major universities. Not only had he spent years in research on the continent but he was personally acquainted with past and present heads of state from Kenya to Botswana and had spent ten years as president of a university he helped establish to serve three southern African states. Students quickly overcame their hesitance when they saw his willingness to share his store of knowledge and his patience in introducing them to a factual history of a part of the world almost totally foreign to them. Dr. Blake gave several public lectures, which were of immense interest to his audiences, and he was our commencement speaker in May. His term on campus made a lasting impact on his students and convinced us of the advisability of having the Breman Professor spend a more extended length of time. At that point, we began our search for a full-time Breman Professor.

That spring, Robert Hartman told me that he wanted to resign as head basketball coach and to continue as athletic director. We decided to give the head coaching job to Hartman's assistant, Jerry Greene, who had played at UNCA in the middle sixties and had been a championship-winning high school coach. After three years as an assistant coach at UNCA, Greene knew our program and its limitations. He immediately began recruiting students to prepare for the next year's basketball season.

One of the most active and productive student groups on campus is Phi Alpha Theta, sponsored by the department of history. Mary Jan Vanderhorst read a paper which won first place in a statewide competition among chapters of Phi Alpha Theta from all the other public and private schools.

A tragedy hit the UNCA campus in early April. Manly E. Wright died suddenly. A longtime member of the board of trustees, he had been chairman of the board during the sixties, from the time we had become a four-year institution until we merged with the University of North Carolina. Long after his direct involvement ended, Wright remained one of the best friends we had in the community. He had been a banker and insurance executive. His death affected not only UNCA; the city sorely missed his

active participation in many civic activities. Mrs. Wright changed the name of the annual scholarship award that had honored her father, Cecil Reid, to the Manly E. Wright Award.

The enrichment courses for advanced high school students, a continuation of efforts we had made in previous years, were upgraded that summer. The chemistry program was handled by Dr. Dexter Squibb, and Thomas Deason was in charge of the mathematics program. Both were exceptional teachers and attracted some very intelligent high school students to the campus. The classes rendered an important service to high school students who thrived on more advanced courses than those available in the high schools.

Several people who had been with the institution for some years received special recognition for the quality of their work. Dr. Dexter Squibb received the American Chemical Society's Stone Award for outstanding work in the Carolinas. The honor was well deserved. He had done outstanding work in teaching and research at UNCA. He was the leader of the student chapter of the American Chemical Society and was prominent in regional American Chemical Society activities. After serving several years as a member of the UNC Faculty Assembly, Dr. Shirley Browning was named chairman of that group. The assembly represents all sixteen campuses, and members meet as a group to hear periodic reports from the president and officers of the University system. They frequently draw up resolutions intended to reflect the attitude of the entire faculty of the University of North Carolina system. It was a challenge for Browning to serve in that position for two years and an honor for UNCA to have one of our faculty members serving as chairman of such an elite academic group.

We had felt for several years that we were shortchanging women's intercollegiate athletics, even though our budget was barely enough to cover the cost of the men's intercollegiate athletic program. In the light of both our concerns and our constraints, we needed to name a director of women's intercollegiate athletics who would also serve as women's basketball coach. We selected Barbara Quinn, a well-qualified coach whose last position had been at the University of Nevada at Las Vegas. She began her work with a total of eight scholarships for women's athletics, which had to be divided among basketball, tennis, and volleyball.

In the early summer of 1979, we lost another good and longtime friend when G. Hoyle Blanton, Jr., of Forest City, died. He had served

on the board of A-B College for several years and was chairman of the UNCA board of trustees from 1973 to 1975. His service on the boards totaled fourteen years. We missed his support and his enthusiastic cooperation.

One of the most important developments since our merger with the University of North Carolina took place in June 1979. The General Assembly appropriated $4,882,000 for a new dormitory and a new student center. These, buildings, when complete, would solve the problem of inadequate facilities for student life for some years. Lipinsky Student Center had been built in 1964 for a small institution. It was hopelessly inadequate for the needs of the growing student population. The cafeteria was too small to function effectively, and the auditorium badly needed renovation. The additional housing would go a long way toward solving the problem of being such a commuter-oriented institution. We had no doubt that the dormitory would be filled quickly and that we would then soon need to consider building another.

We had needed these facilities for years but had had no way to pay for them on a self-liquidating basis. The members of the General Assembly had appropriated enough money so we could proceed with the buildings without worry about paying off more than a small portion of both projects. Especially gratifying was the fact that this was the first time in more than twenty years that the General Assembly had appropriated money for a dormitory or student center.

At the July 1979 meeting of the board of trustees, David Felmet of Waynesville was elected chairman. The vice chairman was Carl Loftin, and the secretary was Julia Ray. The appointment of Morton Cohn, Francine Delany, James Ellis, and Durward Everett as new trustees greatly strengthened the board.

Mary Cordell Nesbitt, a member of the Buncombe-Transylvania legislative delegation and an A-B College alumna, died on August 2, 1979. Her husband, Martin, had devoted his working career to public education, and she had spent twenty-nine years in the county system before being elected to the General Assembly. Her son, Martin Nesbitt, Jr., was appointed to finish her term and later was elected to the office. The young attorney carried to Raleigh the same commitment to education that his parents had held.

One of the important events of the era was the downfall of the Shah of Iran. As a result of the drop in oil production, prices quickly soared.

Thanks to the efforts of Congressman Lamar Gudger, presidential adviser James Frie visited the campus. He was an authority on the worldwide oil and energy situation, and it was a pleasure for us to welcome to UNCA someone from the White House to talk about the crisis.

Among the new professors joining UNCA in the fall of 1979 were Dr. Leo Bares in chemistry, Dr. Joyce Dorr in music, Dr. Margaret Weshner in counseling and career development, and William Sabo in political science.

During this time we had been planning with Chancellor Joab Thomas and Dr. Larry Montieth, dean of engineering at NC State, for the establishment at UNCA of a two-plus-two transfer program in the field of engineering. There was growing local interest in this field. The formal arrangement specified that NC State would accept our students on a transfer basis, knowing that they had already completed courses equivalent to the first two years of study required by almost any engineering program there. Dr. Richard McCormack was sent from NC State to be the first director and to establish the program, which would begin with the fall semester of 1980. This plan initially satisfied the long-standing interest of many businesses and individuals, but before long we began receiving requests from many people in industry and the community for a full engineering program at UNCA. The area most frequently mentioned was industrial engineering.

Aaron Schandler, a longtime member of the alumni association and a lieutenant colonel in the Army Reserve, arranged for two concerts in October of the Army Field Band and Soldiers' Chorus. The concerts were open to the public, and the tickets were given away, but people had to come either to UNCA or to the Citizen-Times Building in order to get them. The concerts played to packed houses, and Schandler was immediately besieged with requests to arrange for return performances.

That same fall, the political science department, in conjunction with the League of Women Voters, brought an internationally known authority on energy to the campus. Although André Lavin was a young man, his knowledge of the worldwide energy crisis was helpful to people who were eager to learn more about the problems. It was an excellent program, and the auditorium at Lipinsky was filled for the full-day session.

Professor Farzanegan became director of community services in the fall of 1979. Under his leadership the Great Decisions Program had more than six hundred active members in twenty-seven discussion groups in Asheville, Hendersonville, Tryon, Black Mountain, and Weaverville. On

their invitation, he introduced the program to the campuses of Mars Hill and Warren Wilson Colleges, whose professors proved valuable as discussion leaders and speakers. At UNCA and Warren Wilson, it was possible for participating students to gain one hour of credit through the series. The program was well publicized, and some discussion groups were broadcast over radio. UNCA contributed that year to the national Great Decisions series shown on public television. Provisions were made with the Asheville city school system for participating teachers to receive renewal credit for certification. Dr. Farzanegan began training advanced students to assist as discussion leaders, and he expanded the program into five high schools in conjunction with the simulation training already in progress in dozens of schools. Because he had become highly visible at the national level on the board of the North American Simulation and Gaming Association, it was appropriate for him to assume the directorship of the simulation laboratory. In October he was elected president of NASAGA. Colleges and universities all over the country were rapidly becoming aware of the value of simulation and gaming in classroom instruction.

That fall, after years of working with the appropriate congressional committees, the U.S. Forest Service received a $3.6 million appropriation to build on the land immediately south of W. T. Weaver Boulevard. The building would be the research headquarters for Virginia, the Carolinas, Georgia, and Florida, and we looked forward to an excellent relationship between the Forest Service and our anticipated environmental studies program. Senator Jesse Helms, who had been instrumental in pushing this project, was the principal speaker at the ground breaking.

In the fall of 1979, enrollment topped two thousand for the first time, an increase of 12.93 percent over 1978. It was an indication of what we could expect in the future as new programs were added.

While supervising the internationally oriented meetings of the Great Decisions Program, Dr. Farzanegan became increasingly aware that a forum on domestic affairs would be equally well received by many of that program's membership, so he searched for funds for a trial series. A $12,000 grant from the North Carolina Humanities Council, heavily supplemented by city and county organizations and agencies, made it possible for him to plan for an eight-week series called "People and Issues," which he organized along the lines that had been successful for Great Decisions. He obtained cooperation both from professors of several UNCA depart-

ments and from outstanding outside professionals in a number of fields, who wrote preparatory papers and served as speakers and discussion leaders. Presented late in the fall semester, the series covered a wide range of topics of interest within the state. The issues sparked lively debate. Some, such as the Equal Rights Amendment and liquor by the drink, generated more heat than light, but a majority of the topics aroused less emotionalism and were discussed in a substantive fashion that proved highly informative. The size and interest of the audience warranted repetition on a larger scale, and Dr. Farzanegan began planning for another series.

That December the Campus Community Concert Band performed its first concert. It was free, and Lipinsky Auditorium was full. The event was jointly produced by Dr. Joyce Dorr and Patricia Garren, a band instructor in the Asheville city school system. Together, the two could accomplish almost anything when it came to developing campus music programs. The band included UNCA students and faculty, as well as people from the community who simply enjoyed playing. They all met one night a week to practice and, although there were a few rough spots during the concert, Dr. Dorr was on the way to establishing a community tradition. A number of different organizations and several choral and instrumental groups grew out of that first performance. The music program was perceived by the community to be one of the most exciting activities on campus, and it began to foster excellent area relationships with people who had previously had little or no acquaintance with UNCA.

December 16, 1980, marked the culmination of work by representatives of UNCA and Asheville-Buncombe Technical College (hereafter referred to as A-B Tech) for the establishment of policies for the transfer of specific credits to the department of management at UNCA, and A-B Tech president Harvey Haynes and I formally signed a memorandum of agreement satisfactory to both institutions. Though some students had transferred from A-B Tech in the preceding years, they had received no credit for hours accumulated because of the difficulty in equating course work at the different types of institutions. After the management program was in place, A-B Tech graduates expressed great interest in the bachelor of science degree in management, and Chairman Donald Hart began exploratory talks with A-B Tech administrators in 1977. He and Vice-Chancellor Dorr began serious negotiations in the winter of 1978–79, and Dr. Robert Williams of the management faculty became the third member of the UNCA team. They began their initial planning with Dr. Olin Wood,

A-B Tech's vice-president for institutional services, and other members of the A-B Tech administration, but most of the actual work was assigned to Sarah Morris, director of the Division of Business Education, and the division chairmen. Some of the course work was fairly simple to equate, but experience with A-B Tech and UNCA graduates and an evaluation of the curriculum at both institutions showed that, though certain course titles were identical, the amount of material covered differed greatly. Representatives from the two institutions were more concerned with adequate preparation of the prospective management majors than with a defense of their own programs, and the negotiations, though time-consuming, proceeded smoothly. Finally equivalencies satisfactory to both institutions were arrived at. The Faculty Senate approved the arrangement when its members understood that the transfer students would all be required to take the complete sixteen-hour humanities program, a course in bibliography, the core curriculum for management, and certain other courses, depending on previous training received at A-B Tech and on the academic requirements for the specific management track into which the student transferred.

The terms of the document began with the agreement that "graduates of A-B Tech who have the Associate in Applied Science degree will be admitted to UNC-A with junior standing as degree candidate students in the Department of Management." The students were able to transfer sixty hours of credit, some of it as electives, and precise requirements were stipulated for completing degrees in each of the seven tracks of management. Graduates holding associate degrees in applied science in eight areas were welcomed to UNCA, in the fields of general business administration, including accounting, banking and finance, and marketing; nursing; engineering technology; secretarial science; electronic data processing; dental hygiene; medical technology; and radiologic technology. Half of these areas fitted into the track on health care administration, and the others into older tracks of the management program. Although the transferees technically had the status of juniors, all of them needed to take a number of additional hours to satisfy the requirements for graduation from UNCA, which worked out to be an average minimum of seventy-two hours, somewhat above the normal sixty hours expected for juniors who had begun their work at UNCA. However, the requirements were well publicized and published in the catalogs of both institutions. The transfer students understood the necessity for the additional course work,

and in a short time UNCA was receiving great numbers of A-B Tech graduates into the management program.

Over the spring and summer of the next year, Dr. Dorr and Dr. Williams worked out similar agreements with two other institutions. In mid-August 1981, an agreement was signed with Blue Ridge Technical College and, three days later, with McDowell Technical College. The A-B Tech model was used to sign an agreement with Mayland Technical College in June 1983. As the management graduates have begun to move into business and industry, we have had no occasion to question the judgment of making transfer agreements with the four area technical colleges.

On December 19, 1980, the last working day of the year, we dedicated the Charles D. Owen Building. The formal ceremony took place in the conference center on the top floor. It had excellent acoustics, a sliding wall that could divide the room into two sections, a food-assembly kitchen, and excellent facilities. The conference center soon became a much-used facility for meetings of all kinds. At the dedication, representatives from the departments of art and management were stationed at key locations, explaining to the visiting crowd what would soon take place there. After people toured the building, they returned to the center for refreshments. The entire Owen family, three generations strong, was present, and they were pleased with the appearance of the whole building. But even their approval paled beside the excitement of the faculty and students of the departments of art and management. After years of inadequate facilities, they were at last at home in an ample and totally functional environment. Architect J. Bertram King had done a magnificent job of designing the building to satisfy the exacting needs of the two diverse departments.

In June 1979, long before the building was opened, the Owen family had presented 835 shares of company stock to the management department management fund. The income was to be used for library books, faculty training and academic travel, guest lecturers, scholarships, and other needs of the department. In June 1986 the fund's value stood at $138,702, and the income was proving to be of great benefit to management faculty and students.

As the year ended, the University of North Carolina was deeply enmeshed in the frustrating and seemingly endless legal battle of the *Adams* case, to which previous reference has been made. Because it will be necessary to make a marked change of format to adequately examine the progress made on the UNCA campus from 1980 through 1986, it is preferable

to conclude discussion of this important case as a coherent unit. Action in the case was played out in Chapel Hill and in the courts, and neither UNCA nor the other campuses had much control over events, although the final decision was to have great impact on all sixteen institutions. There will be no attempt to detail the numerous plans, revisions, motions, and countermotions involved in the latter years of the case, but a brief accounting of the major events will give some indication of the difficulties faced by the University administration and the state throughout the final years of the battle.

As mentioned in chapter 10, the NAACP Legal Defense Fund filed a class action suit against HEW in October 1970, charging failure to bring ten southern states into compliance with Title VI of the Civil Rights Act of 1964, which forbids discrimination on the grounds of race, color, or national origin under any program receiving federal financial assistance. The case of *Adams* v. *Richardson* was heard in the Federal District Court for the District of Columbia by Judge John Pratt. His decision, handed down in the fall of 1972, held HEW at fault for failure to meet its obligations under Title VI to eliminate segregation practices in programs receiving federal financial assistance in ten southern states. In February 1973 Judge Pratt further decided that HEW's continuation of permitting federal financial assistance to those states was a violation of the plaintiffs' civil rights, and he set a 120-day deadline for a cutoff of federal assistance to those states that had not begun substantial compliance with Title VI. HEW's successful appeal of the arbitrary date chosen gave the states additional time to perfect plans for compliance.

The General Administration of the University and the Board of Governors then turned their energies toward satisfying the requirements of Judge Pratt's orders and of HEW. After much concentrated work, which was complicated by the Office of Civil Rights's ambivalent insistence that greater integration be achieved without destroying the "racial identifiability" of the traditionally black institutions, the Board of Governors thought that it had made adequate provision to desegregate the University of North Carolina in accordance with HEW regulations and the court rulings. The Office of Civil Rights had accepted the UNC plan, and it is possible that the University's efforts might have been successful had controversy not arisen over the decision to place the new school of veterinary medicine at North Carolina State rather than at North Carolina A & T. The case, now titled *Adams et al.* v. *Weinberger et al.*, was reheard in the summer of 1975, again by Judge Pratt. Once again, there was a delay of

almost two years before the judge rendered his decision on April 1, 1977. He ruled that the various state plans accepted by HEW had made little significant progress in meeting desegregation requirements, and he ordered HEW to establish new standards for the elimination of dual systems and for massively upgrading the traditionally black institutions.

Gradually the other states that were parties to the suit were adjudged to be approaching compliance, so they were dropped from the litigation. Most of the complaints against them were settled by negotiation. None of these states had as many traditionally black institutions as North Carolina did. By 1977, HEW had adopted a confrontational and coercive policy toward the University of North Carolina. Judge Pratt's 1977 ruling resulted in the formulation of a set of criteria by HEW that would have given the department broad powers over higher education, among them the authority to require programs to be moved to traditionally black institutions from traditionally white institutions. Relinquishing responsibility over programs and curricula was unacceptable to the University, but the Board of Governors was prepared to greatly enhance and expand programs at the traditionally black institutions and to work for greater integration. Work began at once to deal with the new criteria insisted upon by HEW. By late August 1977, the Board of Governors was ready to submit a revised plan demanded by the court. Secretary Joseph Califano announced on February 2, 1978, that the University of North Carolina's revised plan was unacceptable. The demands of HEW and the Office of Civil Rights brought down on the University a flood of bureaucratic experts on desegregation, few of whom had any experience in higher education. They insisted on innumerable solutions of dubious educational value, and threats to cut off federal financial assistance were ever present.

Throughout the later years of the battle, the team from Washington seemed not to perceive President William Friday's strength of character and dedication to strengthening *all* campuses. With restructuring, he had been handed a monumental task. He was aware that the University system had problems and was cognizant of the critical changes that would be necessary at the traditionally black institutions and of the need for additional facilities and programs at others, UNCA among them. Backed by the exceptional team he had gathered around him in the General Administration and supported by an intelligent and serious-minded Board of Governors, President Friday refused to be stampeded into accepting cosmetic schemes that would have lowered academic standards and demoralized students and faculty throughout the state. The streams of advisers from

Washington and Atlanta seemed not to comprehend that President Friday thoroughly understood and was sympathetic to the philosophy behind Title VI. His greatest contribution to the situation was his unshakable judgment that the General Administration and the Board of Governors, not the federal government, had the responsibility for maintaining the integrity of the University of North Carolina, and that no arbitrarily imposed set of criteria would solve the long-standing deficiencies existing at a number of the constituent institutions.

While an initial study of the curricula and general needs of the sixteen constituent institutions was in progress, plans were set in motion to enhance the educational opportunities at the traditionally black institutions. This approach not only demonstrated the University's willingness to comply with the law but began to elevate these institutions toward the level expected of constituent institutions of the University of North Carolina. Increased state appropriations began to pour into these campuses for new and improved facilities; new programs were established at each of the institutions; the number of faculty and their salaries were increased, and efforts proceeded to integrate faculty, students, and staff at all the constituent institutions.

In the meantime, the conflict with HEW had grown to such proportions that the Board of Governors asked the state to retain the legal firm of Charles Morgan, Jr., of Washington, D.C. It was apparent that the University needed its own expert counsel in the field of civil rights. The Board of Governors and the General Administration remained adamant that they would not accept a bureaucratically imposed quota system for the institutions, nor would they relinquish the University's control over curricula and programs to an agency of the federal government. They were exhausted with endless argument over eliminating duplication of programs in a sixteen-campus system that enrolled more than 117,000 students and with the semantics of such terminology as "enrollment of a significant proportion of students in unduplicated programs."

Governor James B. Hunt, who had worked diligently to reach a solution, proposed to the legislature that appropriations of $40 million be made to enhance new and existing programs and to build new facilities and to renovate others at the traditionally black institutions. The General Assembly, equally eager to have the matter settled, was favorably inclined toward Governor Hunt's proposal.

On April 20, 1979, the Board of Governors authorized the North

Carolina attorney general and Charles Morgan, Jr., to file suit to engage in settlement negotiations with HEW. Based on that authorization, Secretary Califano immediately ordered that federal funds to the University would begin to be cut off on May 2. A suit was filed on April 24 in Federal District Court for the Eastern District of North Carolina to enjoin the cutoff of funds. Two days later, Judge Franklin Dupree issued a temporary restraining order, pending a complete hearing on the matter. HEW argued its position vehemently and attempted to have the suit transferred to the jurisdiction of Judge Pratt's court, but Judge Dupree refused to relinquish jurisdiction. In early June he ruled that the government could not withhold funds until an administrative hearing had been held on the matter and that he would rule on the injunction after the hearing. The case did not come before an administrative law judge until July 1980, and it lasted for almost a year. About fifteen thousand pages of testimony were amassed. The case was settled by a consent decree in July 1981.

In 1980 Congress, on President Carter's recommendation, divided the responsibilities of HEW and established the separate Department of Education. In early 1981, Dr. Terrell Bell, who had vast experience in higher education, was appointed by President Reagan as Secretary of Education. Bell studied the implications of what was being required of the University of North Carolina and signified his willingness to work with University officials for an agreement that would be satisfactory to all concerned. The General Assembly had accepted and included in the budget Governor Hunt's proposal for the appropriation of $40 million for the enhancement of the traditionally black institutions, and that was added to the $30 million already appropriated and being used for capital construction at the five institutions. The Board of Governors determined that conditions seemed right for the filing of a proposed consent decree in Federal District Court for the Eastern District of North Carolina. In June, attorneys for the University and counsel for the federal government joined in presenting the proposed consent decree before the court. *The Consent Decree, North Carolina* v. *Department of Education*, was accepted on July 17, 1981.

The Legal Defense Fund immediately tried in Federal District Court for the District of Columbia to prevent the acceptance of the consent decree by Secretary Bell, but Judge Pratt ruled that his court no longer had jurisdiction. Two attempts were made to have the consent decree overruled by the Federal Circuit Court of Appeals for the District of Columbia

and, failing there, appeal was made to the United States Supreme Court. In February 1984, the high court refused to hear the case. After fourteen years, the *Adams* matter ground to a conclusion.

The State of North Carolina had spent more than $2 million in legal fees. There is no way to estimate the monetary worth of the time and energy expended by President Friday and the General Administration, the Board of Governors, the Office of the Attorney General, successive governors and committees of the General Assembly. The Board of Governors, not a government agency, would determine the policies of the University, and the sixteen campuses would move toward the educational standards expected of the constituent institutions. Although the University never consented to imposed quotas, it set its own goals for integration of the constituent institutions on the basis of what was considered possible, given the demographics of the state. It offered to work toward the goal of raising the number of white students at the traditionally black institutions to 15 percent within a period of five years and of raising the number of black students in the predominantly white institutions to 10.6 percent during the same time. In fact, thousands of black students were already attending traditionally white institutions as the result of the 1954 *Brown* v. *Board of Education of Topeka* decision, which led to the abolition of de jure segregation, and as a result of increasing recruitment efforts of the previous decade. The state's graduate and professional schools had been progressively integrated throughout the same time period. The state and the University pledged to speed up the integration of faculty at all institutions, to continue to add new programs at the undergraduate and graduate levels with a corresponding increase of qualified faculty at the five traditionally black institutions and to upgrade faculty and to equalize faculty salaries. For a five-year period, beginning at the end of December 1981, the University of North Carolina was required to submit annual progress reports to the Federal District Court, which would monitor the good-faith efforts set forth in the consent decree for two additional years, through December 1988.

In the intervening years, as a result of the additional degree programs and upgraded faculty and facilities at the traditionally black institutions, the self-imposed goal of 15 percent white enrollment had been met by 1985. Despite massive recruitment efforts, the predominantly white institutions were still two points short of their black enrollment goal as of December 1986.

At UNCA the goal was to reach 6.9 percent black students by December 1986. Although many students enroll from other areas, our main drawing area is the Eleventh Congressional District, which, including the Cherokee Indian Reservation, has a minority population fractionally below 6 percent. Our recruiters travel throughout the state and into neighboring states seeking black applicants. Every possible incentive is offered black graduates of local high schools, since the preponderance of western North Carolina's black population resides in and around Asheville. We have encountered the same problems faced by the other historically white institutions in scrambling for the same group of students pursued by recruiters from all of the public and private institutions, traditionally black and white. The goal of the university has been, and will remain, to provide all its students with an education of superior quality and to provide new programs as rapidly as possible. UNCA perseveres in its intensive efforts to integrate faculty, students, and staff and to provide for expanded educational opportunities for all its students.

C H A P T E R 1 3

The Roaring Eighties

The period between 1980 and 1986 was one of new degree programs, appropriations for new facilities, the renovation of existing buildings, more faculty to keep pace with a growing enrollment, and the continual upgrading of instruction and curricula within all departments. In order to convey accurately the growth and change that took place during these years, this final chapter will examine the impact of individual areas on the institution rather than follow a narrative, chronological format. The chapter will include four sections in all: administrative and general, student affairs (including intercollegiate athletics), university relations, and academic affairs. A full listing of UNCA trustees from 1980 through 1986 is included in Appendix B.

I. ADMINISTRATIVE AND GENERAL

Most of the expansion in facilities during the late seventies and early eighties resulted from the hard work of the local legislative delegation. The 1971 bill restructuring the state higher education system gave the Board of Governors responsibility for presenting a single, unified, recommended budget for the University of North Carolina that would include capital improvement, expansion, and operational costs for each one of the sixteen campuses. While granting enormous power to the Board of Governors, the General Assembly did reserve the right to make special appropriations for capital improvements at individual institutions should spe-

cific needs arise. Given the many complicated and costly issues facing the board, administrators at each campus and their local constituents often felt that their particular needs warranted a direct appeal to the legislature for funding over and above allocations made by the Board of Governors.

In earlier times, members of the local delegation sometimes worked at cross-purposes, but they have worked smoothly together for the past several years and increased their effectiveness in serving their constituents. Credit has already been accorded Speaker of the House Liston Ramsey for proposing a statewide bond issue intended to benefit the entire University system, which allowed UNCA to construct the Charles D. Owen Building. He also worked closely with the local delegation to get state funding for the first high-rise dormitory and the new student center. The local delegation, Senators Robert Swain and Dennis Winner, along with House members Marie Colton, Narvel Jim Crawford, Gordon Greenwood, and Martin Nesbitt, Jr., have worked consistently as a team. Such cooperation carries great weight in Raleigh, and the legislators' efforts have benefited UNCA in many ways. They were the major force responsible for the latest $4,882,000 dormitory and the new science building. In the May 1984 special session, the legislators were able to add fifteen thousand square feet to the original 1983 appropriation, more than doubling the size of the science facility. Along with more space for the departments and far more sophisticated laboratories, the addition houses the university's Computer Center and allows the mathematics department to return to its logical home. It is also the site of a multimillion-dollar microelectronics link with a number of institutions across the state.

Although local industrialists had advocated strongly for advanced engineering education at UNCA, it was not economically feasible to build another school of engineering. President Friday and the legislators decided instead to hook UNCA up to the existing telecommunications network, thus providing two-way television access to engineering courses being taught on the NC State campus, as well as numerous graduate and undergraduate courses from other institutions linked to the system. The hookup also allows high-speed transmission of data in a number of technical fields. The legislative delegation was also instrumental in obtaining funds for the renovation of the Lipinsky Building, converting the former student center into a permanent home for the growing music department and a number of administrative offices.

Several organizational changes during this period of climbing enroll-

ment streamlined the channels of communication campuswide. By 1980, enrollment services—including admissions, advising, financial aid, and the registrar's office—reported directly to the chief academic officer. By the following year, the University Planning Council operated through the office of the vice-chancellor for academic affairs as well. Since the council was established to deal with budgetary priorities, faculty positions, and the academic direction of the campus, the faculty needed to be directly involved in major decisions under consideration. As a result, the Faculty Senate's standing committee on institutional development was made an integral part of the University Planning Council, with a full voice in the council's decisions. Probably few college faculties are as aware of where the academic money goes and how faculty positions are decided as the UNCA faculty.

The term system had provided students with an effective, flexible schedule when enrollment was lower, but the increase in the number of students generated an avalanche of work for the record-keeping offices and made reporting to the General Administration quite complex. Since there was no evidence that students were finishing their course work any faster under the term system, UNCA converted completely to the semester system by 1980.

The UNCA-WCU joint planning committee slowly picked its way toward conclusion. Certain matters were never satisfactorily settled, but the General Administration resolved the issue of course duplication at the two campuses in September 1982 when it determined that, after one year, WCU could no longer duplicate UNCA course offerings.

A decision had to be made regarding graduate work. WCU proposed a merger that would give it responsibility for graduate work in Asheville, but that solution was unsatisfactory to UNCA. The university preferred having its own center, along with the freedom to incorporate graduate programs from the multicampus system and include fields that UNCA faculty were qualified to teach. A committee appointed by President Friday was sent to study the problem. On October 11, 1983, Dr. James Ferguson, former chancellor of UNC-Greensboro, Dr. Dean Colvard, former chancellor of UNC-Charlotte, and Dr. Winfred Godwin, president of the Southern Regional Education Board in Atlanta, told President Friday that a separate graduate center should be established at UNCA. They recognized that the university had an excellent faculty, capable of teaching graduate courses in several fields, and they believed the Asheville area

would be better served, in terms of quality and quantity, if the constituent institutions offered graduate studies at UNCA as the need arose. Cognizant of the friction between the two universities, the committee members also proposed that the director of the center be appointed by and report directly to President Friday. Their collective judgment was accepted. On January 3, 1984, plans were set in motion for a graduate center at UNCA. Dr. Eugene McDowell was appointed its first director. WCU has since offered opportunities for graduate students to take courses at UNCA that apply toward master's degrees in education and business. Students interested in a doctorate in educational administration can complete the majority of UNC-Greensboro's program requirements at UNCA. Doctoral candidates then travel to the Greensboro campus every Saturday for one year to finish up their course work, which means they do not have to take leave from their jobs. NC State has offered courses that apply toward a master's degree in industrial engineering, and in 1985 UNC–Chapel Hill instituted classes for a master's degree in social work for the second time. In the fall of 1985, the UNCA Graduate Center had an enrollment of more than 700 students.

Although UNCA itself remains predominantly an undergraduate institution, planning for a master of liberal arts program began shortly after the establishment of the Graduate Center. In 1985 the Board of Governors gave its approval for the advanced degree program, one that capitalizes on the school's specific area of expertise, and a committee headed by Dr. Deryl Howard, chairman of the philosophy department, began the detailed work of building UNCA's first graduate program.

Undergraduate enrollment climbed from 2,099 in 1980 to 2,931 in the fall term of 1986. The FTE, the number on which UNCA's annual budget is based, rose from 1,443 in 1980 to 2,198 six years later. Many students work full-time and have families, so they pursue their degrees at a slower pace than traditional undergraduates do. Nevertheless, there must be sufficient faculty and facilities for 2,931 undergraduates and 700-plus graduate students, which requires careful budgeting.

A high percentage of UNCA students receive institutional scholarships, as well as state and federal funds, but there is still a need for more financial aid. In 1980 the Office of Financial Aid assisted approximately two-thirds of the eligible students who applied for funds. For the 1980–81 year, the Office of Financial Aid awarded $1,292,155 to 742 students. During the 1985–86 academic year, however, 981 students received $1,830,769 in

institutional scholarships, state and federal assistance programs, and guaranteed loans. Fortunately, the state increased tuition only slightly during this period.

In November 1981 the UNCA Foundation honored twenty-six individuals and groups for their philanthropic efforts in providing multiple scholarships. Ernest Mills received the foundation's Distinguished Service Award. At that time, fifty students had received Mills Foundation Scholarships to help with their college expenses.

With enrollment on the rise and an increase in the number of graduate students, WCU undergraduates, and those taking noncredit courses, facilities were overcrowded campuswide. Nowhere was the strain more apparent than in overflowing science laboratory courses, long waits for computer terminals, a shortage of practice rooms for music majors, and limited library space. Although relief was in sight for the music and science departments with the renovation of the Lipinsky Building and the opening of the new science building, the library was already hopelessly overcrowded when the appropriation for its expansion was approved in 1985.

The Board of Governors gradually increased the university's library budget to offset the drastic cuts of 1971 and keep pace with the increase in enrollment during the late seventies and early eighties. By the 1979–80 year, library holdings numbered 152,719 volumes in the circulation collection and 10,040 volumes on microfilm. By 1985–86, Ramsey Library held 371,664 volumes on open shelves and 177,715 on microfilm. Students were literally sitting on the floor to study when, in 1984, the legislators made a library addition their top priority. That fall the new chancellor went to work to convince the Board of Governors and the Advisory Budget Commission that the library was in desperate straits. During the 1985 General Assembly session, the board appropriated $7.2 million for the 55,000-square-foot structure that had been approved. The architectural firm of Boney Associates of Wilmington was put in charge of the addition to the existing 51,000-square-foot library.

The first of two major changes in administrative leadership took place on July 1, 1984, when the new chancellor began work. At a meeting of the UNCA Board of Trustees in April 1983, I had announced that the following year would be my last as chancellor. Since I was tenured in the history department and was leaving office before the mandatory retirement age, I accepted President Friday's suggestion to remain on campus

for a few years as a part-time member of the faculty and research professor. I looked forward to returning to teaching and made plans to begin writing the history of UNCA. After years as chancellor, I thoroughly enjoyed the chance to work closely with students, but a serious illness during the spring of 1985 brought about an early end to my practice of the teaching profession I had chosen and put on hold for more than thirty years.

Immediately after my announcement to the board, the chairman, Thomas Arnold, began putting together a search committee to select a new chancellor. The board, faculty, students, and alumni were all represented. After months of sifting through the flood of applications, the committee chose to interview those individuals who seemed attuned to UNCA's unique mission in higher education.

Dr. David G. Brown was the clear choice of committee members and faculty alike. He held his doctorate in economics from Princeton and had taught during the mid-sixties at UNC–Chapel Hill. He had been provost at Miami University for twelve years and had served for one year as president of Transylvania University in Lexington, Kentucky. During the year before he came to UNCA, he had worked with Dr. Clark Kerr and Dr. David Riesman, two renowned leaders in the field of higher education, on a commission studying the role of the college presidency. A highly energetic and imaginative person, Dr. Brown had been attracted to UNCA by its reputation for providing a strong liberal arts education for all students, including those majoring in career-track programs.

President William C. Friday presided at Chancellor Brown's impressive formal installation on March 31, 1985. North Carolina Supreme Court Justice Henry Frye administered the oath of office, and Dr. Clark Kerr gave the installation address honoring his friend and colleague. Dr. Brown's address, titled "The Great Enabler," focused on the significant contributions that universities make to the quality of life in their communities, their regions, their states, and the nation.

The new chancellor wasted no time. He knew he had inherited a faculty dedicated to undergraduate education, with scholarship abilities equal to those of faculties at universities many times the size of UNCA. He agreed that although UNCA had been the fastest-growing institution east of the Mississippi River from 1978 to 1984, campus facilities were less than half those needed to serve the existing enrollment. He knew the average age of the full-time students was higher than that of student populations at tradi-

tional universities and agreed that it made for an excellent competitive mix. He observed, however, that the university's relative youth and a missing tradition of alumni support had weakened the university's public profile. He therefore focused on leadership.

Chancellor Brown agreed with the long-held premise that the humanities program was the core of each student's interdisciplinary study and was pleased to find the faculty both skilled and supportive. Since he wanted to recognize and encourage particular peaks of excellence, one of his first major decisions regarding curriculum enhancement was to channel $50,000 above and beyond regular funding to three areas, of which the humanities program was one. Dr. Brown also established the Chancellor's Colloquium, which allows outstanding students a variety of opportunities to become familiar with public speaking and other aspects of leadership.

In order to maintain the attractiveness of the campus in the face of widespread expansion, Dr. Brown and the board of trustees retained Enright and Associates of Columbia, South Carolina, to draw up a tentative plan. At the same time, he began the search for a professional landscaper to further beautify the expanded campus. His decision to purchase sixty-two acres above Lookout Road will prove tremendously valuable to the university in the future. Securing the $1 million appropriation to buy the land from Paul Goodman amounted to a crash course in working with the General Administration, local legislators, other members of the General Assembly, the Office of Property Control, and local supporters—most notably attorney Karl Straus, 1982–83 board chairman and longtime advocate for the university. The land purchase will allow the expanding campus to include some of the most breathtaking views in the county.

Because he considers a close relationship between campus and community essential, Dr. Brown began working collaboratively for the revitalization of downtown Asheville and was one of the two cofounders of Asheville-Buncombe Discovery. He is a strong advocate for keeping the National Climatic Data Center in Asheville, and he kept alive the proposal for turning the overcrowded Grove Arcade Building into state office space and moving the center to a new building on UNCA land near the Forestry Research Building. In short, his economics background has benefited both the campus and the community in many ways.

After two years as chancellor, Dr. Brown led the community to a deci-

sion that a total enrollment of 5,000 students would be ideal—allowing the university to expand its programs and hire more faculty without sacrificing its commitment to the liberal arts. Even if the growth rate does not remain as high as it was during the 1978–84 peak years, an annual increase of only 5 percent will allow the university to achieve an enrollment figure of 5,000—including 1,200 graduate students—by 1995.

The chancellor is supportive of the Graduate Center and believes that UNCA will soon assume full responsibility for its operation from the General Administration. In addition to graduate courses offered by constituent universities, Dr. Brown foresees UNCA faculty developing and teaching interdisciplinary master's degree programs in the humanities, and perhaps in the natural sciences and social sciences. A $335,000 grant allowed the architectural firm of Wood and Cort to begin work in the summer of 1986 on plans for a Graduate Center building. As a rule, most graduate programs offer evening courses, so daytime use of the facility for undergraduate instruction will increase classroom space by 30 percent and relieve overcrowding in the Carmichael Humanities and the Zageir Social Sciences buildings.

One of the most intriguing aspects of the "Land Use Master Plan" that Enright and Associates presented to the chancellor in January 1986 was the suggestion that forty acres on the south side of Weaver Boulevard, across from the botanical gardens, be designated as UNCA and Affiliates Park. Land would be leased for building by organizations similar to the Southeastern Forest Experiment Station and the National Climatic Data Center—those that could justifiably occupy state land and would be likely to generate student internships and hire Ph.D.'s who might be interested in teaching on campus. Facilities such as UNCA's science laboratories and instrumentation, Ramsey Library, the Computer Center, and the microelectronics link would attract organizations to the park, which would also include a joint-use convention and conference center. The proposed park would benefit the campus and establish links for providing a wide range of community services.

While campuswide construction, renovation and new parking facilities were under way, the playing fields were being enlarged and improved. In the spring of 1986 they were named for Gordon Greenwood, one of Buncombe County Junior College's first athletic stars and dean of the local legislative delegation to the General Assembly.

All these developments and more occupied Chancellor Brown during

his first two-and-a-half years at UNCA, and it quickly became clear that his long-range goals and methods of achieving them were consistent with the traditional mission of the university.

The second major administrative change during these years came when Laurence Dorr, the vice-chancellor for academic affairs, asked to be relieved of his duties so he could return to teaching philosophy. Since the process of replacing the chief academic officer would take approximately one year, Dr. Jeffrey Rackham, chairman of the department of literature and language, was asked to serve as acting vice chancellor for the 1986–87 academic year.

Dr. Dorr's training, experience, and innate sensibilities had enabled him to involve the faculty in all academic decisions, establish clear-cut policies for the operation of the office, and plan well for changes in enrollment at a time when the university was growing faster than any other in the system. His judgment in all academic matters was respected campuswide, and his talents made him a difficult man to replace. As he moved to join the faculty, many of whom he had hired or promoted, emotions were mixed. No one wanted him to leave the office, and everyone was relieved that he had chosen to remain at UNCA.

One of Dr. Dorr's most significant accomplishments as vice-chancellor was the role he played in restructuring the general education core curriculum. The curriculum, required of all UNCA students, had been a source of dissatisfaction among faculty and administrators since it was altered during the Vietnam War years. Many believed the changes had weakened the general education requirements, but a succession of Faculty Senate committees had failed to come up with a coherent set of improvements that the faculty as a whole would endorse. In March 1982, a general education review committee was established, with Dr. Merritt Moseley as chairman and Vice-Chancellor Dorr and Associate Vice-Chancellor Cochran as representatives for academic affairs. Progress was slow because the changes involved many departments. However, the leadership was excellent, and in September 1984 the University Planning Council accepted the plan and forwarded it to the Faculty Senate for review. Chairman Alan E. Comer skillfully guided it through the public hearings, and the senate accepted an amended version in the spring of 1985, to go into effect the fall of 1986. The new document returned the core curriculum in large measure to the one in effect before the early seventies. It now included a foreign language requirement, with no options, a six-hour social

sciences requirement, a five-hour laboratory science course, three hours in an interdisciplinary science, four hours in mathematics, a four-hour arts experience requirement, and the sixteen-hour, four-course humanities sequence. A one-hour health promotion course was substituted for part of the physical education requirement.

In the fall of 1984, a faculty committee began work on the model for an honors program for incoming freshmen in the top 20 percent of their class, with SAT scores above 1,000, and for continuing students with records of solid academic achievement. Dr. Phyllis Betts from the department of sociology became director of the new program the following spring and contacted all eligible students. Ninety percent of those invited chose to participate in the program and enrolled in general education honors sections in humanities and composition, as well as a range of special topics courses. A senior colloquium was designed to cap off the five-course honors requirement. Within one year the program had grown to include approximately two hundred students, and an average of forty-five to sixty freshmen enroll each year.

Computing at UNCA came of age in the eighties, progressing in a series of distinct stages. Initially, Dr. Wayne Lang, current chairman of the computer science department, divided his time between directorship of the Computer Center and his faculty duties. There was no localized computing on campus to begin with. Rather, a teletype connection linked the university to the Triangle Universities Computation Center (TUCC), an IBM mainframe computing consortium of UNC–Chapel Hill, NC State, and Duke, located at Research Triangle Park. This hookup later grew into a statewide network that enabled the university to offer courses in FORTRAN and COBOL. In 1973, Dr. James Vinson introduced a minicomputer used for general university computing and courses in BASIC programming. Seven years later, another minicomputer was handling administrative computing. Dr. John Stevens of the chemistry department served as the center's acting director from July 1982 to December 1983. During that time, he helped introduce the university community to the advantages of personal computing. The university also acquired its first large central computer, capable of handling more terminals and more tasks more quickly. To begin with, university computing was a centralized function, but the growing professional importance of microcomputers and word processing eventually distributed computing activities campuswide. Dr. David Miller, who served as director from July 1984

through June 1985, built on the progress that Dr. Stevens had made with regard to personal computers and laid the groundwork for the acquisition of an administrative computer to handle financial record systems. Dr. Miller's assistant, A. Kern Parker, assumed the directorship when he left. Since then, he has concentrated on developing the campus network and enhancing centralized computing resources. In addition, he has focused on developing personal computing at UNCA, encouraging faculty, staff, and students to use IBM PCs, Zenith compatibles, and Macintoshes for appropriate desktop applications. A computerized mail network is now in operation as well, facilitating communication between faculty and administrative offices campuswide.

II. STUDENT AFFAIRS

UNCA's growing enrollment during the late seventies has had a tremendous impact on the Office of Student Affairs. In short, the additional funds have enabled the office to provide the wide range of activities that students expect from a modern university. Dr. Eric Iovacchini, the vice-chancellor for student affairs, assumed his position in 1978. Within a year, he recommended that we employ Sharyn McDonald as director of student activities. Her experience in a similar position at the North Carolina School of the Arts in Winston-Salem made the team twice as effective. In addition to revitalizing and expanding existing programs, the Office of Student Affairs established a number of new organizations to round out the scope of activities at UNCA—for resident and commuter students alike.

I greatly appreciated the decision by the board of trustees to name the university center in my honor. As soon as it was ready for use, a newly established Student Union Board began planning special activities for students. The first campus chapters of sororities Alpha Xi Delta and Alpha Delta Pi and fraternities Theta Chi and Pi Lamda Phi were established during the early eighties. A number of academic honoraries and special-interest organizations were formed for those departments that had not developed their own.

Of particular significance was the rewriting of the student government constitution, which had not been revised for many years. The new constitution established guidelines governing the organization's role, proce-

dures, and expenditure of funds. Kenneth Cagle, who was twice elected president of the SGA and served from 1983 through 1985, worked with other members of the association to put together the new document. During this time, the student judicial system was completely and effectively reorganized. In fact, the North Carolina Association of Student Governments honored Cagle by electing him president. Today, the student-operated system benefits the entire campus.

Coupled with Governors Village, which houses approximately two hundred students, and the high rise that accommodates three hundred, the new dormitory under construction will allow for considerable experimentation with specialized student housing once it is completed. The present goal is to have at least one thousand undergraduates living on campus, constituting a critical mass for a number of programs that cannot function effectively without the support of resident students.

Another UNCA characteristic is a high percentage of nontraditional students. More than 50 percent of the students are twenty-five years old or more, and well over 50 percent are women. While figures such as these are common at other urban institutions, UNCA seems to be on the cutting edge when it comes to meeting their needs. The Office of Student Affairs provides guidance and counseling services for hundreds who are returning to college after many years or who are enrolling for the first time. Nontraditional students are often anxious about attending classes with those who are fresh out of high school, even though statistics indicate that they are highly motivated and generally lead the class. Linda Hall, the director of adult student services, provides them with valuable reassurance. And since most nontraditional students have little interest in customary college activities, she provides a variety of programs designed to meet their specific needs and interests.

The vice-chancellor for student affairs is also responsible for supervising intercollegiate athletics, which is no easy task. As in so many places, the most serious problem is money. UNCA has a number of athletic programs that require funds, but the only ticket-seller is men's basketball. While the Bulldogs have won a respectable ninety-seven games in the past five years, their inability to make it to the national tournament has reduced public support for the team.

The Lady Bulldogs, coached by Helen Carroll, scored the greatest sports success of the eighties. The basketball team came alive in the second half of the 1983–84 season, playing with such intensity that it drew as

many fans as the men's team. Surprisingly, the Lady Bulldogs defeated Pembroke to clinch the National Association for Intercollegiate Athletes district championship. When they beat a Philadelphia team for the regional title, they became eligible to compete in the national tournament in Cedar Rapids, Iowa. The fact that they were considered the underdogs in all four scheduled games did not bother the players one bit. They were determined to win. In the final game, against the University of Portland, with the score tied and only a few seconds to go in overtime, point guard Trish Wyatt nailed a twenty-foot jump shot that clinched the NAIA National Women's Championship. Center Sheila Ford was named the most-valuable player of the tournament, having set all-time records of 41 points per game and 111 points for the entire tournament. Helen Carroll was named coach of the year. A stress-related illness required her to switch to intramurals the following year, but it was a superb way to cap her UNCA career in intercollegiate sports. The team came home to a wildly enthusiastic campus community and a parade through downtown Asheville, the streets lined with cheering fans.

For several years, UNCA and other institutions of comparable size had been discussing the possibility of establishing a Division I conference of the National Collegiate Athletics Association in this part of the country. It took quite some time to surmount the organizational and administrative hurdles, but the Big South Conference became a reality in 1985, with UNCA one of the charter members. The conference also included Baptist College, Coastal Carolina, and Winthrop College in South Carolina; Armstrong State and Augusta College in Georgia; Radford University in Virginia; and Campbell University in North Carolina.

Early in 1985, Ed Harris, UNCA's athletic director, left to take a similar position at Western Missouri College. We were fortunate to find Edward Farrell. Because he had been Davidson College's athletic director, Farrell was familiar with the difficulties of trying to operate a Division I program on a limited budget.

In 1982, the Office of Student Affairs, working in conjunction with Dr. William Bruce, from the department of psychology, received one of the largest grants in the history of the university. The W. K. Kellogg Foundation awarded $592,000 toward a project aimed at changing students' attitudes about their health over a period of several years. It proved a great and immediate success. The program later became part of the general education curriculum required of all students, replacing some of the

physical education courses. During his first year as chancellor, Dr. Brown announced that he would direct new university resources toward three "thrust" areas and asked the campus community to recommend the programs that would best be served by an additional $50,000 a year. The Health Promotion Program was one of three selected.

III. UNIVERSITY RELATIONS

In the summer of 1980, Dr. Thomas C. Dula took early retirement. The director of university relations had been with A-B College and UNCA since 1966, with the exception of time out from 1971 to 1974 to work for the Tennessee Military Institute. We had already been communicating for a number of years with Dr. Alfred O. Canon, then president of Queens College, about a suitable position at UNCA. He had a summer home in Montreat and had expressed an interest in living in the area year-round. None of the other applicants considered by the search committee could match Dr. Canon's many years of experience in university relations and fund-raising, and he assumed the position of director on December 1, 1980. His title was changed to vice-chancellor shortly thereafter. The Office of University Relations is responsible for several important noncurricular functions, including the alumni association, the UNCA Foundation, University Graphics, University Publications, the Office of Public Information, and community Leadership programs.

The alumni association had just limped along since its beginnings in the early thirties, but the celebration held in 1977 to mark the school's fiftieth anniversary sparked the organization, and it has been growing ever since. Maryjane Hunter, the association's first full-time director, graduated from UNCA in 1978 with a degree in management. During her years as director, she did an excellent job of contacting alumni and encouraging them to get involved. When she resigned to start a family, Cissie Stevens, then director of grants and contracts, agreed to assume the additional responsibility of alumni affairs. The association continues to grow under her directorship, and it now raises enough to contribute to a number of university programs.

The UNCA Foundation has been one of the university's major affiliates since it was established in 1965, with Frank Coxe as the first chairman. The organization's biggest problem during the early years was the lack of

full-time staff, since the board usually earmarked any funds it raised for scholarships. In spite of the hardship, the foundation did raise approximately $700,000 during its first fifteen years. However, it has raised more than $1 million in the last five years. Whatever money is not expended during the course of a year remains in various accounts to support a wide range of university projects. Recent changes to broaden and strengthen the board have increased the number of members to thirty-six prominent citizens from Asheville, Buncombe County, and beyond.

The Office of University Relations also includes the Office of Public Information. The director, Wallace Bowen, is responsible for writing all university press releases—covering everything from scholarship winners to innovative academic programs—and maintaining regular contact with print and broadcast media, locally and nationwide.

University Relations also manages the monthly and biannual publications that provide an essential communications network for a growing campus and keep the public informed about UNCA news and events.

University Graphics, headed by Sandra Hayes, handles the design, editing, typesetting, layout, and printing of most departmental brochures and institutional publications. The well-run shop has resulted in better and more publications than ever before.

Of all the programs UNCA has developed to serve the public, probably none can surpass the Leadership programs. Based on a model that Dr. Canon and Professor Farzanegan had seen in Greenville, South Carolina, each program aims to inform participants about the social, political, cultural, and economic forces that make every community unique. The result is a group of citizens who have the background and perspective needed to contribute to their community and help shape its future. Approximately forty people are selected from a much larger applicant pool. The group attends one full-day session a month for an entire year. The first program, Leadership Asheville, was established in 1982. UNCA board members Morton Cohn and Durward Everett were instrumental in persuading the chamber of commerce to cosponsor the program, and it has proved both popular and effective. In fact, Hendersonville residents asked UNCA to help them set up a similar program, and although it is somewhat smaller than Leadership Asheville, it seems to be meeting an important need in one of our neighboring cities.

IV. ACADEMIC AFFAIRS

Arts and Humanities

Humanities Program
Dr. Sandra Obergfell, Director

In 1963 the faculty of Asheville-Biltmore College decided on a humanistic core for the entire academic program. As a result, the original curriculum included an interdisciplinary humanities program of six four-credit-hour courses spread over a year and a half, for a total of twenty-four semester hours. In the late sixties, the program was reduced by four hours, and by four more in the early seventies, as a result of both the separation of the major writing component into two other required courses and progressively improved organization and experience. Since that time, the humanities program required of all UNCA graduates has consisted of four courses of four semester hours each, and it remains the heart of the university's core curriculum.

Why the centrality of the humanities? Because, as the title implies, the humanities is the story of the human race, what we have done, how we have lived, what we have desired, what we have believed. When the humanities courses were first instituted, the series was widely acclaimed as a unique, innovative, experimental course of studies that was truly interdisciplinary, bringing together elements of world history, literature, philosophy, the classics, music, and art, with material from the natural and social sciences. In the years since that beginning, the humanities sequence has remained the foundation for humane studies at UNCA, providing the context for what students learn in the liberal arts and sciences. Since its inception, the course has been under continuous and intensive review by faculty and students; refined and strengthened, it remains unique.

The four-course sequence begins with "Humanities 124: The Ancient World," in which students study materials from earliest times through the civilizations of Egypt, the Fertile Crescent, Old and New Testament Palestine, to classical Greece and Rome, with side trips into Asia to encounter the civilizations of Persia, China, and India, with their characteristic texts and art forms. "The Ancient World" gives students a first review of our Western heritage and begins the dialogue between the living and the dead. The second course is "Humanities 214: The Rise of European Civilization," which begins with the fall of Rome and progresses through medi-

eval civilization to the Renaissance. The course includes a comprehensive study of art and literature and such milestones as the rise of Islam, the Protestant Reformation, and the beginning of the endlessly frustrating, yet invigorating, conflict between the Christian faith and reason. While the focus is on Western civilization as a crucible, students also study the civilizations of medieval Africa and the Byzantine empire. Here, as in all humanities courses, the aim is to enable students to perceive the network of relationships that defines them. These relations extend outward, to other people, other cultures. They extend backward—and inward—as well. Exposing students to different cultures that have succeeded and declined makes them more conscious of their own values and more able to judge their worth. "Humanities 224: The Modern World" is the third course. It traces Western civilization from the beginnings of modern science through the Age of Revolution—the American and the French revolutions, the Industrial and the Romantic revolutions—and the rise of modern institutions, technology, industrialization, Marxism, imperialism and its legacies, the alienation of the artist, while insisting on the increasingly global context of those developments. The course examines modern Western culture as it grows out of the ancient, medieval, and Renaissance worlds, as the Age of Faith gives way to the Age of Anxiety. At the end of the course come two world wars, at once undermining many of the beliefs and institutions of the past, setting the patterns of today's civilizations, and clarifying the problems humanity faces in the future. The capstone course of the sequence, "Humanities 414: The Future and the Individual," insists on continuity with the previous courses, demonstrating how previous ideas have shaped contemporary society and framed its future prospects. "The Future and the Individual" assumes that our world is imbued with a tradition we cannot ignore and that our future prospects and progress—if not survival itself—depend on the resiliency, . . . and our understanding, of that tradition. At the same time, the course seeks to envision and understand the possible future of the human race. Through readings drawn from many disciplines and expressing a wide range of political, moral, and artistic beliefs, the fourth course provides methods of anticipating what is to come and of coping with inevitable challenges to human ethical values and ways of living.

Participation in humanities teaching is evidence of broad interests and abilities commensurate with the centrality of the program to the university's educational mission. Moreover, with the continual faculty develop-

ment and scrutiny of humanities premises and methods through faculty seminars and internships, humanities appeals to the teacher who is always alive to new learning. During the past several years, the program has grown to include funds for a library account, as well as for workshops, seminars, and travel for faculty members. In 1983 the humanities program received an additional $50,000 when Chancellor Brown adjusted the budget to provide extra funding for three "thrust" areas. The money has enabled the university to host a number of distinguished visiting scholars each year who, in addition to communicating specialized knowledge to faculty and students, present a well-received series of public lectures. Thrust funds also go toward faculty development, providing release time from teaching to take part in humanities internships and seminars directed by on- and off-campus scholars.

Given the quality of the program that has evolved from the university's long-standing commitment to humanities studies, it is not surprising that other colleges and universities are now patterning their own programs on the model that UNCA has offered for more than two decades, and that the humanities core has received recognition statewide and nationwide.

Department of Art
Tucker S. Cooke, Chairman

Until December 1979 the art department had to make do with one large room in the Carmichael Building and space in an old supermarket on Merrimon Avenue. The new facilities in the Owen Building included studios with skylights; an art history study and screening room; private studios for seniors; lecture rooms and storage facilities for supplies; studios for weaving, ceramics, jewelry, and sculpture; and a darkroom for photography.

The most important curricular change during the 1980–86 period was the professionally oriented bachelor of fine arts program, approved for the fall of 1985. Approximately 50 percent of all art majors are in the fine-arts track, and the first to earn a bachelor of fine arts degree graduated in 1986. In 1980 the department offered twenty-nine studio courses to 340 students enrolled. In 1985–86 there were eighty studio and history courses and a total enrollment of 670 students. Four full-time faculty and four adjunct instructors are able to handle the remarkable growth in the number of courses and undergraduates.

Art graduates have gone to study at many of the nation's most prestigious graduate institutions, including the University of Georgia, UNC-Greensboro, the New York School of Design, and Pratt Institute. Student works have been shown statewide, and a work painted by Stone Roberts of Asheville, who studied with Tucker Cooke each summer throughout his college years, was purchased by the Metropolitan Museum of Art in New York City.

The departments of art, music, and drama traditionally join forces each spring for a monthlong celebration of the arts—one that receives more attention on campus and in the community each year. Since 1983 Asheville residents have enjoyed the magnificent nativity scene displayed in Pack Square every Christmas season, which was painted by Chairman Cooke and his students.

Department of Classics
Dr. Guy L. Cooper III, Chairman

A classics department is an essential part of any liberal arts program, even though the number of majors is traditionally small. The reason more undergraduates do not pursue the discipline is that few careers other than teaching exist for classics majors. However, many majors use their studies as a springboard to other fields, such as law. Students of all disciplines enjoy the courses offered by the department, and every UNCA undergraduate in the humanities program has benefited from the faculty's knowledge of the ancient world.

The average SAT score for incoming classics majors for the fall of 1986 was 1,153, the highest of any department on campus. The students are highly motivated and enjoy annual competition for the Frederic Marcus Wood, Sr., Latin Prize and the Theophilus Kaires Greek Prize. Since Dr. Cooper's arrival, proportionately more graduates of this small department have received lucrative scholarships and fellowships to prestigious graduate schools nationwide than graduates of any other department of the campus. Cooper's reputation among classics scholars is such that his students are welcomed into such schools as the University of California at Berkeley, Stanford University, UNC–Chapel Hill, and Duke University. The number of students who have attended the University of Zurich as Fulbright scholars is remarkable for a small public university.

Department of Drama
Arnold Wengrow, Chairman

The role of UNCA's drama department is twofold. Its first function is to give majors a solid foundation in a wide range of theater-related fields, from writing scripts and acting to designing sets and directing. The department's series of plays, musicals, and forum theaters also serves as a vital and direct link to the community, and the number of Theatre UNCA fans continues to grow.

The arrival of Chairman Wengrow in 1970, the completion of the Carol Belk Theatre in 1977, and the varied talents of the drama faculty have resulted in productions that compare favorably with college drama anywhere. In addition to Wengrow's adapting, staging, directing, and producing talents, Paul Sweeney's genius with lighting and special effects adds immeasurably to the quality of Theatre UNCA productions. Actress Elaine Hunter Myers has contributed a new dimension to the instruction of acting technique and has proved herself to be a remarkably versatile director.

During the eighties, performances ranged from American classics such as *A Streetcar Named Desire* to a Wengrow adaptation of Aristophanes's *The Birds*. The chairman deftly modernized the masterpiece in ways the world's first comic dramatist would probably have applauded, making it as entertaining for Asheville audiences as it was for theatergoers in ancient Greece. Productions such as *The Dining Room* and *The Diary of Anne Frank* also demonstrate the department's versatility.

The drama department incorporated Tanglewood Children's Theatre into its program in the early eighties. Founded in 1959 by John Haber, Tanglewood regularly brings together UNCA students, faculty, and area youngsters in performances guaranteed to please audiences of all ages. Many children have never seen live theater before, and their wholehearted enjoyment brings to mind the words of Sara Teasdale: "Children's faces looking up, holding wonder like a cup." In addition to providing a forum for actors aged eight through eighteen, Tanglewood gives students who are working toward teacher certification in drama the chance to work directly with young children. It also allows drama majors to explore a different world of literature through plays like *Pinocchio* and *The Arkansas Bear*. In 1984, Ernest and Albina Mills, longtime supporters of the university, presented a $30,000 endowment to preserve and enhance Tanglewood.

Beginning with the 1981 season, UNCA has been associated with the Vagabond School of Drama at Flat Rock Playhouse. During the summer months, one member of the department teaches and supervises drama students from all over the country, thereby allowing those students to receive six hours of academic credit for their summer apprenticeships.

Department of Foreign Languages
Dr. Henry Stern, Chairman

The eighties have been a period of growth and transition for the department. The dedication and expertise of the faculty members provide students with a solid background in foreign languages and the inspiration to study abroad during the summer months. The department continues to work hard to locate scholarship funds to allow its majors to travel and study abroad. A number of foreign language majors have received Fulbright scholarships on the basis of academic excellence. Probably the most important change in the department in the past several years was the reintroduction of the foreign languages requirement to the general education curriculum in 1986. As a result, the curriculum is being revised and expanded at all levels in order to accommodate the increased number of students enrolling in foreign language courses.

All faculty members hold doctoral degrees from excellent universities and regularly publish articles for scholarly journals and books. Dr. Marcel Andrade has recently published *La Novela Picaresca Española* and *Cultural Contrasts: Hispanic-North America* and is currently working on a third book. Dr. Phillip Cranston has published his translations of the works of numerous poets, including Jules Supervielle and Giacomo Leopardi. He also publishes his own poetry. Dr. Henry Stern published his second work on the Dutch language, *Essential Dutch Grammar*, in 1984, and his *Handbook of English-German Idioms* remains an important reference book on many college campuses. During 1980–86, Dr. Cranston received a summer grant from the National Endowment for the Humanities, and Dr. Sandra Obergfell and Dr. Stern lectured in Belgium and Germany. In 1986, Dr. Obergfell was named director of UNCA's humanities program.

Department of History
Dr. Bruce Greenawalt, Chairman

History, one of the institution's oldest departments, continues to be one of the most productive and efficiently run on campus. Despite the fact that history is not one of UNCA's general education requirements, the department serves a large student enrollment. In the face of a nationwide decline in the popularity of the discipline, UNCA's history department has increased the number of its majors by 25 percent during the past six years. As of fall 1986, the number of history majors was forty-one. The high level of interest in history courses may be attributed in part to the level of faculty participation in the humanities program and the fact that the four-course sequence is required of every undergraduate.

Phi Alpha Theta, one of the oldest honor societies on campus, showcases history majors' outstanding research and academic accomplishments. The fraternity hosts excellent guest lecturers in the field and helps establish closer ties between students and faculty. Several years ago, the national headquarters of Phi Alpha Theta named UNCA's chapter the most outstanding in North America among colleges with enrollments of fewer than 2,500 students. It also received the Special Commendation Award, the society's highest honor, for 1984–85.

Though the department's primary emphasis is on students, the faculty of four continues its strong tradition of scholarship and research. From 1980 to 1985, the department published an average of seven articles or manuscripts a year. The faculty are active in the Faculty Senate and on other university committees. They are also involved in a wide range of civic and cultural activities.

Dr. Greenawalt founded the Southern Highlands Research Center in the late seventies and served as its director for three years. In the fall of 1980, he organized an extremely informative and well-received China symposium. He also regularly submits articles for publication in such journals as the *Pacific Historical Quarterly* and the *Journal of Southern History*.

Dr. Philip Walker, who served previously as department chairman, has been the campus Fulbright program adviser for the past twelve years. During that time, sixteen UNCA students have received Fulbright scholarships. From 1980 to 1986, UNCA has averaged one Fulbright scholar a year. Dr. Walker also sponsored a student trip to the nation's capitol during this period of time, and he received a National Endowment for the

Humanities scholarship for a summer institute on cartography at the Newberry Library in Chicago.

Dr. Ready, department chairman through 1985, is director of the Southern Highlands Research Center established by Dr. Greenawalt. In the early eighties, he founded the Center for Jewish Studies and served as director for three years. During that time he received a $1,200 grant to organize an informative, well-attended workshop on the Holocaust. In 1983 Dr. Ready and Dr. Kenneth Coleman finished editing *Colonial Records of Georgia*, and the work was published by the University of Georgia Press. The press nominated him for his excellent work, and he was one of three finalists for the historical editing award of the American Historical Association. Since then he has published a number of articles, and he received the university's Distinguished Teacher Award in 1985. He published *Asheville: Land of the Sky*, the first comprehensive history of the city, the following year. Dr. Ready has advised pre-law students for several years and has successfully guided 90 percent of those who complete the program into law school, usually the school of their choice. UNCA's pre-law candidates in 1986 once again scored fourth in the state on the LSAT, preceded only by the students from Duke, Davidson, and UNC–Chapel Hill.

Dr. Ted J. Uldricks's *Soviet Diplomacy and Ideology: The Origins of Soviet Relations, 1917–1930* is an excellent book in the field. His articles have appeared in the *Modern Encyclopedia of Russian and Soviet History* and a number of European journals. He is currently working on a comprehensive history of World War II, which, unlike most American studies of the war, will include accounts of the Russian and Chinese fronts. In 1980 he was invited to attend a seminar at the Summer Research Laboratory of the Center for Russian and East European Studies at the University of Illinois. Later that same year, he read a paper, "The Soviet Union in International Relations," at an international conference at the University of Bordeaux, and he continues to participate in many conferences and seminars. Dr. Uldricks is the faculty adviser for Phi Alpha Theta, and he has chaired the University Research Council.

Ruth Feldman has recently established a scholarship to be awarded annually to an outstanding history major chosen by members of the department. It is a singular honor for those students committed to a serious study of history.

The department is justifiably proud that during the eighties its academic program has ranked in the top 25 percent of campus departments

in terms of centrality to the university's mission, service to majors, impact on majors, and overall perception by faculty and peers.

Department of Literature and Language
Dr. Margaret Downes, Chairman

Dr. Downes assumed the role of department chair when Dr. Jeffrey Rackham agreed to serve as acting vice-chancellor for academic affairs. The department continues to be one of the most outstanding on campus under her direction.

Freshman writing courses became a requirement of all UNCA students in the fall of 1986. The focus is the study of the English language as a means of gaining understanding of ourselves and knowledge of our cultural heritage, rather than the rote memorization of rules. The courses will help students develop the writing skills necessary for continued self-expression and communication with others—skills that will carry over into all courses and careers.

In 1983 the department began offering a bachelor of arts degree in communications. Catherine Mitchell, the program's first director, had joined the UNCA community a year earlier, and the campus newspaper began to improve immediately, with good reason. Professor Mitchell had received the Pulitzer prize for investigative reporting of the controversial Synanon organization in California. As faculty adviser, she abandoned the old *Rag and Bone Shop* format and began teaching writers, editors, and photographers the fundamental skills of good journalism, which they employed in the new student newspaper, *Kaleidoscope*. Her plans for a complete degree program also included courses in radio and television broadcasting. The arrival of Dr. Alan Hantz and Gregory Lisby broadened the scope of course offerings to include all forms of media reporting, public relations, photojournalism, mass communications history, theory, law and ethics, as well as internships for seniors in print and electronic media.

An increase in the number of literature and language faculty has made additional course offerings possible. In 1980 the faculty had consisted of seven full-time members and two adjunct instructors. By 1986 the size of the faculty had doubled, and ten adjuncts were necessary. The number of literature majors had more than doubled, from about 50 to 139, and with the hundreds of students fulfilling their general education requirements, the department was a busy place.

In 1980 the only member of the department with a record of scholarly

publication was Dr. Merritt Moseley, Jr. By 1986, however, four members had published a total of seven books among them: Dr. Alan Hantz, Dr. Jeffrey Rackham, Dr. Catherine Mitchell, and Dr. David Hopes. Hopes alone had published three books of poetry. During that same time, he also published two plays and received the North Carolina Playwrights' Award twice. Others had published essays in such forums as the *Chronicle of Higher Education* and the *New Yorker*. Almost every member of the department has become active professionally, regularly delivering papers each year at regional and national scholarly meetings. Several won grants from the North Carolina Humanities Council to produce literary public programs, and Dr. Rackham went as a Fulbright scholar to Portugal.

In addition to departmental duties and scholarly activities, the literature faculty has always played an important role in the humanities program, and Dr. Downes served as chairman of the program for two years. Dr. Gerald Gullickson received the first UNCA Distinguished Teacher Award in 1982, and department members continue to receive some of the highest student evaluations on campus.

Department of Music
Dr. Joyce Dorr, Chairman

UNCA waited for nine years before the Board of Governors granted permission and funding for a degree program in music. When the initial request went to the newly formed board in 1973, the institution was making do with little more than introductory courses in music appreciation, well taught by Dr. Frank Edwinn. In the summer of 1978, when Dr. Laurence Dorr assumed the position of vice-chancellor for academic affairs, his wife, Dr. Joyce Dorr, resigned her position as chairman of the art and music department at County College of Morris in Dover, New Jersey, to accompany him to Asheville.

The institution had previously been fortunate to find qualified specialists willing to help with the advance planning of new degree programs. Oddly enough, in a city full of talented musicians, none possessed the administrative skills to help design a music program. Fortunately for UNCA, it did not take Dr. Dorr long to determine what was needed to develop a program that would meet the needs of students and area residents alike.

She was placed on a half-time contract in 1979, thereby doubling the

music faculty. Like the princess who spun gold from straw, Dr. Dorr began to build her third school of music with a group of enthusiastic volunteers. She threw herself wholeheartedly into developing a community band and chorus, and she presented the city with UNCA's first Christmas concert. Like Dorr, Patricia Garren, Jackson Parkhurst, Dewitt Tipton, and Dr. Marilyn Keiser devoted countless hours to the fledgling program. By the time the Board of Governors granted the long-standing request in 1982, many new courses had been added to the basic program to keep pace with the steady increase in demand.

Once the board approved the degree program, Dr. Wayne Kirby left his position at New York University to join the UNCA faculty. The number soon increased to four full-time faculty teaching forty-eight courses a year, and the number of majors has grown from twenty-three to more than fifty.

The department's scattered facilities were consolidated in the basement of the soon-to-be-renovated Lipinsky Building, but with no classroom space, practice rooms, or soundproofing, they were hardly adequate. Nonetheless, the department progressed. The band spawned musical spin-off groups. There were summer concerts on the quadrangle, Sunday afternoon recitals, and concerts given by UNCA faculty, students, and community musicians. Workshops occurred frequently, and those conducted by Robert Moog, inventor of the music synthesizer, drew people from great distances. The annual Christmas concert soon outgrew Lipinsky Auditorium and moved to the Thomas Wolfe Auditorium, where duplicate performances were still needed to accommodate the crowds.

The music department showcased its proficiency with a March 1983 performance of Arthur Honnager's *King David: A Symphonic Song*. The most ambitious undertaking to that time, it involved a full orchestra and a ninety-voice chorus.

While Lipinsky Building was being renovated, the department's facilities consisted of trailers and a few classrooms scattered about campus. Dr. Kirby taught his courses at Dawn Recording Studio downtown. The auditorium was locked up, with the concert piano inside. A lack of installation space even forced Dr. Dorr to put the gift of a magnificent pipe organ on hold, but the department was flexible and durable. By 1986, the number of performances featuring UNCA students and community volunteers had grown to about thirty a year. Some featured as many as two hundred vocalists and instrumentalists on stage.

The Friends of UNCA Music has become an important force behind the young program, and the department of music often joins forces with the departments of art and drama to produce programs and events that delight the community. In 1981, Dr. Dorr established a two-week Celebration of the Arts. The annual event has since grown into a monthlong cornucopia of assorted programs in cooperation with art and drama, complete with visiting artists and workshops.

Department of Philosophy
Dr. Deryl Howard, Chairman

The philosophy department, consistent with those at most institutions across the United States, is one of the few departments on campus with a small number of graduates. Even so, the study of philosophy is an important part of liberal arts education because the courses preserve the principles that form the core of Western civilization. Dr. Howard became acting chairman in 1977 and assumed the role of chairman in 1978, succeeding Dr. James A. Stewart, who had been head of the department for fifteen years. The faculty contribute a great deal to the humanities program, and Dr. Howard served as program coordinator from 1980 to 1984. Since Dr. Laurence Dorr had resigned as vice-chancellor for academic affairs and resumed his tenured position as a professor of philosophy, the department was able to increase the number of its courses.

The department offers many courses that have an extraordinary, albeit indirect, impact on a wide range of graduates, regardless of major. Most focus on the general field of ethics, and courses such as the philosophy of law, ethics for the professions, and special topics in medical ethics strike at the heart of social problems in America.

The upshot of Dr. Anthony Coyne's decision to revise the inductive logic course was his textbook, *An Introduction to Inductive Reasoning*, which has become an important part of the introductory course. In 1985, Dr. Ileana Grams was appointed director of the Jewish Studies Center, a newly formed branch of the Southern Highlands Research Center directed by Dr. Milton Ready. The center has already hosted a symposium for those in the Southeast who are interested in the history of the region's Jewish population.

Members of the philosophy department have served on every key campus committee during the past six years. A philosophy faculty member is

usually elected to the Faculty Senate; Dr. Coyne is currently serving as chairman. In recent years, Dr. Howard has served on the search committee for the new chancellor, worked on the general education core curriculum, and chaired the committee responsible for planning a master of liberal arts degree program at UNCA.

Professors Coyne, Grams, and Howard have delivered twenty papers to state and regional organizations in the past six years, and Dr. Coyne regularly reviews current books on logic and the foundations of mathematics. Dr. Howard recently published an article in the *International Philosophical Quarterly* and has twice been selected to participate in National Endowment for the Humanities summer institutes for philosophical studies at Berkeley and at Santa Clara University. Dr. Grams received a fellowship in 1985 to attend a summer institute on Judaism in Late Antiquity at Brown University.

For a small department, philosophy clearly has a disproportionately large, but welcome, influence on the campus, and its prodigious scholarship reflects well on the university.

Mathematics and Natural Sciences

Atmospheric Sciences Program
Dr. Edward Brotak, Director

The presence of the National Climatic Data Center in Asheville has long fostered interest in the field among area residents. In February 1980, the Board of Governors granted our request for an interdisciplinary degree program in atmospheric sciences. The NCDC helped a great deal to get the program up and running. In fact, two NCDC scientists, Dr. Nathaniel Guttman and Dr. W. James Ross, established the climatology track and began teaching classes while the search went on for a program director.

Dr. Edward Brotak, who holds a doctorate in the field from Yale University, accepted the position in the fall of 1981. He arrived in time to assist Dr. Ross in a three-week climatological data workshop held in late August to train Third World climatologists to process, compile, store, and publish data, as well as establish climatological data station networks. The World Meteorological Association and the National Oceanic and Atmospheric Administration sponsored the workshop, and UNCA hosted men and women from twenty-five countries.

Dr. Brotak moved quickly to add a weather forecasting track soon after he arrived. The Taylor Instrument Company donated most of the equipment used in the meteorology laboratory, which provides majors with invaluable hands-on experience. A weather station soon went up on the highest part of campus, near the upper tennis courts, to provide accurate daily weather readings. The program receives the support of several other departments, especially mathematics, physics, chemistry, and computer science. Specialists from the National Climatic Data Center continue to serve as part-time faculty, and in 1984 Dr. Huo-Jin Huan from Purdue became the program's second full-time professor.

That year the young program already boasted 28 majors and served 217 students. By 1986 the number of majors had grown to 41. Cooperative and internship programs enable students to work at the NCDC, the National Weather Service, and radio and television stations from Johnson City to Atlanta. Every senior is required to submit a major research paper, and several of the papers have merited publication. All atmospheric sciences graduates have immediately found positions in their field or gone on to reputable graduate schools.

It is interesting to note that this program has the highest percentage of women among meteorology programs nationwide. Moreover, although local interest continues to run high, the program has attracted the largest percentage of out-of-state students at UNCA.

Department of Biology
Dr. Alan E. Comer, Chairman

Consistent with the university's growth from 1980 through 1986, the biology department grew from five to six faculty members and saw a 50 percent increase in the number of majors. Faculty and student research activity remained an important component of the department's changing curriculum and became a part of the whole university mission. As with so many UNCA departments, the biology department matured during this critical period.

After years of faculty stability, the department underwent significant staff changes from 1980 to 1986. Dr. Alan Comer, who came to UNCA with six years of teaching experience, replaced entomologist Larry Rowlet. That this foreshadowed profound changes in the department's emphasis is reflected in his winning a research grant and publishing a research article

during his first year at the university. The hiring of Dr. Gregg Kormanik shortly thereafter further strengthened the department's commitment to scholarship among its faculty. Dr. Kormanik has maintained an impressive publication record and was the recipient of the university's single largest NSF research grant. In 1984 the death of Dr. Harry Johnston, an effective teacher and a powerful personality, presented the department with an unexpected and unwelcome challenge. In response, the department hired Dr. Betsy Wilson Coleman, the first female biology faculty member at UNCA. Dr. Coleman came from a strong research background at the National Institute of Environmental Health Sciences in Research Triangle Park. Her expertise in the techniques of molecular genetics places the department on the very forefront of developments in this exciting discipline.

Throughout this period of growth and change, the department's strength continued to reside in its effective teaching. Dr. James Perry, chairman for most of the period, served as an example for the new faculty. His superior teaching and eager service to the university effectively pointed the way for the newer instructors. Dr. John McCoy was the department's field zoologist and one of its most influential and important teachers. His impact on students was made clear when he retired in 1986 and was selected to receive that year's Distinguished Teacher Award. John Bernhardt serves as the health professions adviser and human biology instructor. He has maintained a remarkable record of medical school admission: no UNCA student who has applied to medical school has failed to gain entry.

Dr. Perry chose to return to the faculty in 1984, and Dr. Comer became the new chairman. Dr. Perry had led the department for sixteen years and helped it to develop into one of the university's largest and strongest. He was a remarkable leader whose legacy is a hardworking and enthusiastic faculty, talented and interested majors, and an enviable reputation for his department. Dr. Comer is a strong chairman who has continued to upgrade the department, and his work in the humanities program has not only been instructional to all the students but has aroused an interest in biology that has expanded the department's enrollment.

Department of Chemistry
Dr. Dexter Squibb, Chairman

The chemistry department has long been recognized as one of the university's strongest, most stable departments. Only two faculty members have left the department since Dr. Squibb became chairman in 1954. One, Dr. Lloyd Remington, retired in 1985 after twenty-one years of service, and he still assists his colleagues as professor emeritus. Today the faculty numbers five, with the anticipation of adding a sixth member soon. A group of adjunct instructors, including area M.D.'s, dentists, and Ph.D.'s who are specialists in various fields of chemistry, assist the faculty whenever necessary.

In addition to a bachelor of science in chemistry, the department offers a B.S. with a concentration in clinical chemistry. Another option is a bachelor of arts degree. Many students who pursue this track go into high school teaching and professions in industry. The degree options afford students greater scope in career opportunities and advanced studies. Emphasis is also being placed on the expansion of evening courses for the benefit of local chemists.

Chemistry majors are well grounded in the concepts of general, organic, inorganic, analytical, and physical chemistry, as well as in laboratory and research techniques. Students who demonstrate the ability and desire to pursue a particular area of chemistry in depth can take advantage of an independent study program. The majority of chemistry majors enroll in the department's premedical program or specialize in areas of advanced chemistry to prepare for careers in government, industry and education. In 1986 the department had twenty-nine majors. Since upper-level courses are traditionally small, the faculty is able to give students a great deal of individual attention, which helps explain their high rate of acceptance at outstanding graduate and professional schools. More than 70 percent continue their studies at the advanced level. In the past ten years, five have received Fulbright scholarships to study at the Universities of Mainz, Marburg, Munich, and Chelsea. During this same period of time, seven students received summer grants to study and do research in Europe. All majors take the Graduate Record Examination, and their mean score continues to be considerably higher than the national average. UNCA's chemistry students also rank favorably on the American Chemical Society's standardized examinations. Dr. Leo Bares, a specialist in

inorganic chemistry who joined the faculty in 1979, was instrumental in obtaining ACS accreditation for the department.

The department strives to keep pace with new and improved instrumentation for teaching and research. It is an uphill battle, but ingenuity, careful budgeting, and grants amounting to almost $500,000 have enabled the department to supply its laboratories with near state-of-the-art equipment, including several sophisticated spectrometers. Chemistry labs have also been computerized. Space for the department will more than double with the completion of the multimillion-dollar science facility under construction. Dr. John Stevens chairs the committee responsible for planning the expanded research and teaching facility.

By the late seventies, Dr. Remington's environmental research and Dr. Stevens's Mössbauer Effect Data Center were attracting considerable attention to research activities at UNCA. By the mid-eighties, two programs to promote research opportunities for undergraduates had been established, and a third was in the developmental stage. The National Science Foundation, the American Chemical Society, the Research Corporation of America, the North Carolina Board of Science and Technology, and the National Bureau of Science are among the granting agencies providing financial support for the undergraduate research programs.

From 1980 to 1986, 80 percent of chemistry's junior and senior majors were involved in research projects, and many collaborated with faculty members on papers and publications. All majors participate in research seminars, in which they hear lectures from faculty, visiting professors, and scientists and have the opportunity to present their own papers. In keeping with the international scope of chemistry, the department has hosted many foreign scientists, including visitors from Europe, China, and Zaire. Some are on campus for a short time, others are in residence for one or more years. They are drawn by the various research projects going on at the university, especially those relating to Mössbauer spectroscopy.

Dr. Bares has developed a very active program in organometallic synthesis research. One of the department's two new faculty members, Charles James, is exploring the application of spectroscopy to the study of other molecular structures. Dr. Debra Van Engelen is setting up an active research program in collaboration with UNCA's environmental studies program. It should also be noted that Dr. Stevens's Mössbauer research program is now a largely collaborative effort with Dr. Katherine Whatley in the physics department.

Faculty members are active in the Faculty Senate, and the department is well represented on all major committees. The entire department actively promotes the annual Science Day activities established by Dr. Stevens to benefit high school students. Though their emphasis is on teaching, faculty members regularly publish papers and participate in professional meetings at the regional, national, and international levels. Four have taught and done research in Europe. Since 1980, Chairman Squibb has published or revised six textbooks and manuals on general chemistry, organic chemistry, and biochemistry that are used in teaching UNCA courses. In 1983 he received the UNCA Distinguished Teacher Award. For the past eight years he has edited the Western Carolinas section of *Periodic News*, an American Chemical Society publication. For almost the same length of time, he has served as a consultant to the Southern Association of Colleges and Schools, and he is a member of the National Editorial Board of the American Institute of Chemists. In addition to directing the Mössbauer Effect Data Center, Dr. Stevens serves on the editorial boards of several international journals, including *Magnetic Resonance Reviews*. He has been a member of the international advisory boards of more than half a dozen conferences and has organized two national chemical conferences. To his credit he has more than fifty publications and has given talks in more than fifteen countries.

Department of Computer Science
Dr. Wayne Lang, Chairman

When Dr. Wayne Lang joined UNCA in 1979 as the first director of the Computer Center, the number of computer science courses offered increased considerably. Once Dr. Joseph Daugherty and Mary Lynn Manns joined the staff in 1981, plans for a computer science program began to take shape.

The General Administration approved the degree program in June 1983. That fall, Dr. Lang became chairman of the newly created computer science department, and its first graduates received their bachelor of science degrees the following May. During the past five years, the number of graduates has averaged twenty-two per year, and the number of declared majors has remained close to one hundred.

Libby Driggers joined the department in 1984, after fourteen years in industry. Her command of information systems made it possible to split

the major into two fields of concentration: information systems and computer systems. Charles Massey and Dr. Mark Boyd joined the staff in 1985. David Miller, a physics professor retired from the University of Illinois system, has served as a full-time lecturer since 1983.

Although the program is rather new, some of its graduates have already moved into significant managerial and supervisory roles in their professional fields. From the very start, students have learned about different topics by creating their own programming projects. This hands-on understanding of microcomputer and minicomputer systems is one of the department's strongest points. Students also receive the benefit of special-topics courses in VLSI design, networking distributed processors, artificial intelligence, and expert systems.

Engineering Program
Dr. Raul Alvarez, Coordinator

In 1980, arrangements were finalized with the School of Engineering at North Carolina State University for a two-plus-two program that enables students interested in the field to do their first two years of course work at UNCA. Those who qualify are then eligible to complete their studies on the NC State campus.

Dr. Richard McCormack was the program's first coordinator. His enthusiasm did a lot to boost enrollment, and he enlisted the support of such departments as mathematics, chemistry, and physics to give aspiring engineers the background they need. NC State professors taught four basic engineering courses. Approximately eighty students were participating in the program by the time McCormack left in 1983 to take a position with an Asheville firm. The number of interested students grew to more than one hundred under his successor, Dr. Raul Alvarez. Between fifteen and twenty students a year go on to pursue their studies at the NC State School of Engineering. They all have a grade point average considerably higher than the 2.80 minimum required for transfer.

In 1984, at the urging of local industries, Dr. Alvarez established a master's degree program in industrial engineering taught by faculty from Raleigh. Local pressure from community leaders, industry officials, and legislators for an engineering program also resulted in the inclusion of UNCA in the proposed microelectronics link with seven constituent institutions. The two-way televideo conference center planned for the new

science facility will enable UNCA students to attend undergraduate and graduate courses being taught at NC State without having to leave the UNCA campus. The network should greatly expand the number of engineering courses offered, increase the degree programs available from sister institutions, and reduce the amount of commuting now being done by NC State faculty.

Environmental Studies Program
Dr. Gary L. Miller, Director

It took close to a decade to receive approval for an environmental studies program. Even though the program was formed only in 1983, it attracted forty majors by 1986. The departments of biology, chemistry, and physics contribute substantially to the interdisciplinary program, and departments such as management and those in the social sciences add their expertise to the four major tracks offered: pollution analysis and control, ecology and environmental biology, energy and waste management, and natural resources management. Students also have the opportunity to design tracks tailored to their individual interests, and some have specialized in environmental journalism, human ecology, and zoological park and nature center management. Dr. Miller also receives the assistance of adjunct faculty who are experts in various aspects of the field. The Southeastern Forest Experiment Station located on campus is also a strong supporter of the interdisciplinary program.

Research skills are an important part of environmental studies. Students take advantage of the facilities in the Rhoades Science Building, and the parks, rivers, and woodlands of western North Carolina provide ideal natural laboratories for undergraduate and faculty research. The results of student and faculty studies have already been published in several scholarly journals.

All majors must complete internships at one or more government or private environmental agencies in order to graduate. The program is often in the news because of its role in a number of local issues, and it has received several grants, including major project funding from the Environmental Protection Agency. Given the growing number of environmental concerns and the increase in public awareness, the department finds it difficult to keep up with the demand for interns and graduates.

Department of Mathematics
Dr. David Kay, Chairman

The role of the mathematics department at UNCA is central to the success of many other programs on campus. It is also an increasingly popular program: in fact, the number of majors more than doubled during the early eighties. Even though UNCA received approval in 1983 for a separate computer science degree program, the department still has responsibilities to many more students than its own majors. These include the vast number of management and two-plus-two engineering students who require courses that the department offers, as well as an expanded remediation program to assist students returning to school after years away from the classroom and the growing number of incoming freshmen whose math placement scores indicate that their skills are inadequate for college-level courses. The hope is that recently strengthened high school curricula will better prepare incoming freshmen for mathematics at the university level and eliminate the need for a number of expensive remediation programs.

Dr. David Kay joined the department as its new chairman in 1983. His experiences at the University of Oklahoma's larger and more diverse program enabled him to establish smoother working relationships with other departments. New faculty have expanded the areas of expertise within the department, benefiting math majors and serving the UNCA community.

Department of Physics
Dr. Michael Ruiz, Chairman

The eighties have been a period of remarkable growth and change for a department that has had an excellent record of leadership since it became a major field of concentration in 1965.

Dr. Michael Ruiz took over as head of the department after serving as acting chairman from 1979 to 1980, while Chairman Robert Cole was on leave to Evergreen State College. At thirty, Dr. Ruiz was one of the youngest professors ever to assume a departmental chairmanship at the institution. Since then, he has hired an outstanding faculty of experimentalists who can teach undergraduate theory courses and assist with the design and development of advanced laboratories. Budgetary increases during the early eighties have facilitated expansion. The department has also been highly successful in receiving external grants.

Dr. Charles Bennett and Dr. Katherine Whatley joined the faculty in 1982. With assistance from the Oak Ridge National Laboratory, Dr. Bennett established an experimental laser optics laboratory. He also played an instrumental role in setting up the environmental studies program. Working in conjunction with Dr. John Stevens in the chemistry department, Dr. Whatley has developed a first-class nuclear laboratory, partially funded by a $32,000 grant from the National Science Foundation.

A fourth member joined the faculty in 1984. Dr. Thomas Myers soon established an experimental solid-state physics laboratory with the assistance of a $20,000 grant from the Research Corporation of America. Together, Professors Bennett and Myers received a highly competitive grant of $32,000 from the National Science Foundation for instrumentation to upgrade the experimental physics laboratories. Dr. Randy Booker, a molecular physicist, replaced Myers in 1986 when he left to take a position with General Electric.

Consistent with the departmental philosophy that scientific knowledge should be available to all students, Dr. Ruiz developed several popular courses for non–science majors: astronomy, the physics of light and visual phenomena, and the physics of sound and music.

The faculty is committed to teaching outside the department as well. They are actively involved in the humanities program and the allied fields of engineering, atmospheric sciences, and environmental studies. Dr. Ruiz played an important role in the early eighties in the establishment of the atmospheric sciences program, and he holds an adjunct professorship in NC State's School of Engineering for his work in engineering statics and dynamics in the two-plus-two program.

The department has accomplished a major objective in uniting the educational tools of teaching and undergraduate research. From 1980 through 1986, a number of physics majors participated in undergraduate research projects and presented a total of thirty-four papers at regional and national meetings such as those held by the Society of Physics Students and the North Carolina Academy of Science. In many instances, distinction for best paper awards went to UNCA students.

In 1985, Dr. Ruiz approached Dr. John Stevens with the idea of a campuswide undergraduate research program. Stevens had experimented with the idea on a smaller scale in the seventies and was interested in codirecting the multidisciplinary program. It has the support of most of the departments, as well as of Chancellor Brown, who designated it one of

the three distinctive areas to receive an additional $50,000 in thrust funding for three years.

In addition to their excellent departmental work, interdisciplinary commitments, and committee assignments, the physics faculty enrich the campus and the community with their special talents. Dr. Whatley is an accomplished actress, and Dr. Bennett has composed and presented musical scores in collaboration with Dr. Wayne Kirby. After years of study with a concert pianist, Dr. Ruiz's lecture-recitals add a lot to the humanities program and the Celebration of the Arts festival. His performances are also in great demand by community organizations.

Social Sciences

Department of Economics
Dr. Shirley C. Browning, Chairman

There were twenty economics majors in 1980, but that number more than doubled in the next six years. There have been five to six full-time faculty and one to three adjuncts for the past several years, with hopes to add a seventh position justified by record enrollment. In 1985 and 1986, the department had the largest average class size on campus—twenty-seven students—which is far too large for effective teaching, particularly at the upper levels. The department also provides introductory courses required for several other departmental majors, as well as a large number of 300- and 400-level courses. The majority of the management tracks require a significant amount of course work in economics.

In their senior year, all majors must submit a departmentally approved research paper detailing a viable topic and demonstrating their grasp of research methodology. The senior research seminar has produced many excellent papers between 1980 and 1986, four of which were published.

It has been noted that UNCA's economics department was the first in the state to establish an area Center for Economic Education in cooperation with the National Council on Economic Education in New York and the recently formed North Carolina Council on Economic Education in Greensboro. The center provides basic economics training for teachers in grades K–12, utilizing seminars, workshops, in-service training, and assistance in curriculum development. The center now takes its program to every school district in seventeen western North Carolina counties. While

participants occasionally come to the UNCA campus, it is much more common for the economics faculty to travel to the schools. The center also serves as a resource library of books, films, pamphlets, and simulation games for in-class use.

Dr. Joseph Sulock is responsible for raising funds to support the Crystal Ball Series, an annual program that focuses on economic forecasting and features economists of national reputation. The informative and increasingly popular series is underwritten by the university and a number of local organizations, making it free to the public.

The economics faculty is active in the humanities program and plays an important role on key campus committees. Dr. Browning has served five times as chairman of the Faculty Senate and has chaired the Faculty Assembly, a group that represents all sixteen campuses of the University. He received an American Council on Education fellowship on institutional leadership in 1983–84, and he has been involved in a two-year project for the American Association of State Colleges and Universities, examining the direction of higher education among member institutions.

Faculty members submitted more than twenty-five articles for publication in nationally respected economics journals during 1980–86. They have also read a number of papers before such organizations at the Southern Economics Association and the American Economics Association. The two most prolific writers during this period were Dr. Sulock and Dr. Luther Lawson, whose teaching and scholarship record earned him a coveted General Administration degree-completion grant to finish his doctorate in 1982–83. Dr. Sulock has published an instructor's manual for a major text in public finance and recently undertook the writing of a casebook in managerial finance.

The economics faculty gladly speak to civic groups and serve on a wide range of boards and commissions. Both Dr. Browning and Dr. Pamela Nickless are invaluable members of United Way's Consumer Counseling Service. Dr. Nickless serves on the Asheville Board of Adjustment, in addition to several city-county boards. Both she and Dr. Lawson assist Junior Achievement, a nonprofit economics-education organization that teaches basic business principles to young people. Professors Browning, Sulock, and Lawson are often asked to contribute their expertise on a wide range of economic issues. For several years now, Dr. Sulock has been a chief fund-raiser and recruiter for United Way's Big Brother–Big Sister Program. Clearly, the economics faculty provide dedicated teaching, cam-

pus leadership, solid scholarship, and practical service to area residents and the public schools.

Department of Education
Dr. Lance Gentile, Chairman

When Asheville-Biltmore College became a senior institution in 1963, the decision was made to require all students interested in becoming teachers to earn their degrees in specific academic disciplines, in addition to taking required certification courses, rather than to grant a degree in education. Support for that decision remains virtually unanimous. As noted earlier, Dr. Whitley Ayers's statistical analysis in 1979 of student SAT and NTE scores revealed that UNCA ranked first among the sixteen state institutions in effectiveness of teacher training. Since then, the faculty has grown to include a specialist in every area of certification. In the spring of 1986, on the section of the NTE that measures the level of professional education, UNCA students scored highest among undergraduates at any public or private institution in the state. As a result, a number of other colleges and universities have studied the UNCA program.

Certification requirements vary from twenty-four to twenty-seven hours for middle school and high school preparation to forty-six hours for teaching children in grades K–6. Preparation for elementary school teaching emphasizes reading and basic skills, classroom management, and diagnosing various learning problems; those interested in teaching at the upper levels take more courses in their chosen disciplines. Certification courses and internships with professionals in local schools add at least one full semester to the average four-year degree program, and it takes many students five years to graduate with a bachelor's degree and their teacher certification. The students recognize that the extended time results in superior teaching, and many are offered positions at the schools where they intern.

Both the Board of Governors and the North Carolina State Department of Public Instruction, the agency that approves certification programs, support our method of teacher education. During the 1980–81 academic year, the Department of Public Instruction and the UNCA academic policies committee approved the psychology/reading certification program as a degree track of the psychology department. The collaborative program was the result of work directed by Dr. Verna Bergemann,

chairman of education until 1985, and Dr. Lisa Friedenberg of the psychology department.

Stability was a mark of the education faculty during this period. Dr. Bergemann served as chairman from 1977 until her retirement in 1985. Dr. Lance Gentile, who took over as chairman in 1986, sees no reason to alter any of the department's long-standing philosophies. Dr. Gwendolyn Henderson, a specialist in mathematics and science education, joined the faculty in 1980, along with Dr. Arthea Reed. The department hosted visiting professor Dr. Joe Harris of the New University of Ulster, Coleraine, Northern Ireland, when he exchanged positions with Dr. Ted Shoaf during the 1980–81 academic year. In 1984 Dr. James E. McGlinn became the fifth member of the faculty and the coordinator of the college skills program.

Dr. Bergemann served on the North Carolina Competency Commission, the State Department of Public Instruction Quality Assurance Program, and the State Evaluation Committee on Teacher Education throughout most of her tenure at UNCA. She was a founding member of the Great Smokies Council of the International Reading Association. UNCA and GSCIRA cosponsored the first in a series of Young Authors Conferences to train teachers in developing writing workshops for their classrooms. They also sponsored the first Young Authors Conference for 250 local students in grades K–12. During the 1981–82 academic year, the new organization received grants for the Young Authors Project from the North Carolina Humanities Council, the International Reading Association, and the Z. Smith Reynolds Foundation. In 1983 two of the funding agencies renewed their grants. The following year the NCHC awarded the project two additional grants, and the funds paid for bringing authors of children's books and books for young adults to the UNCA campus and area public schools.

During 1982–83, Dr. Bergemann wrote *Wise Why's for Oral Reading* and *Writing for Remediation* for the North Carolina State Department of Public Instruction. "Directed Research in Education, K–12," a collaborative instructor–student teacher research course for seniors, was added to the curriculum that same year.

Dr. Henderson began her six-year term on the UNC Faculty Assembly in 1981. That same year, she coauthored *A Development and Implementation Plan for a Support System for Beginning Teachers* with Dr. Bergemann and became a consultant for the State Department of Public Instruction.

The following year she became a consultant and member of the advisory board for the National Science Foundation. She also received a grant to direct a summer institute at UNCA for area science teachers, and she coordinated and edited the program review for the State Department of Public Instruction, which once again approved all the university's certification programs.

Dr. Reed served on the North Carolina Internship Council from 1980 to 1985. In 1982 she began codirecting the Mountain Area Writing Project of North Carolina and National Writing Projects, jointly sponsored by UNCA and WCU. She has been the editor of *The ALAN Review*, the adolescent literature journal of the National Council of Teachers of English, since 1984. She recently published *Reaching Adolescents: The Young Adult Book and the School.* She was also named a Ruth and Leon Feldman Professor.

The department's workshops and seminars continue to benefit local educators. The faculty regularly publish articles and study guides and deliver papers at professional conferences, helping to acquaint colleges nationwide with the teacher education program at UNCA.

Department of Management
Dr. A. Thomas Hollingsworth, Chairman

The management department is the largest department at UNCA. It is broad-based, with a variety of bachelor of science degree programs, including business management and administration, industrial and engineering management, personnel management, financial management, general management, public administration management, and health care administration. The department also offers a degree program in accounting that includes financial accounting and managerial accounting tracks. Most of the specialized programs were part of the original department, which began in 1974, but some have been added since then, and all the programs have been greatly expanded. The most recent addition is the certificate in health care management, designed to further educate individuals employed in the health care field.

In 1974 it was decided that management majors should take the same general education courses required of all students, including the four-course humanities sequence. The full cooperation of the mathematics, economics, psychology, sociology, and computer science departments has

been crucial to the education of management students. Majors therefore have the advantage of a much broader general education than those graduating from schools offering undergraduate degrees in business administration. The department presented its first class of 35 graduates in the spring of 1979. The number of majors jumped to 145 the following year, and by 1986 it had risen to 582. The department also advises more than 150 potential majors.

Chairman Donald Hart suffered a heart attack in 1981 and decided to take early retirement in late May. Since there was not enough time to find his replacement before the fall semester, Dr. Robert Williams agreed to serve as acting chairman. The doctor in chemistry had been an executive with the international Celanese Corporation for twenty-five years, during which he addressed a wide variety of managerial situations in the States and abroad. He proved to be an excellent administrator and consented to serve a second year. He preferred, however, to teach, and a search committee selected Dr. A. Thomas Hollingsworth as the new chairman. His experiences in establishing a department of management at a new university in Saudi Arabia and his work at the University of South Carolina had fully prepared him to take over the program at UNCA.

The department's internship program for seniors has proved valuable for students and the business and industrial communities alike. Many graduates find positions where they intern. William Hackney, a retired Sears executive, is responsible for intern placement, and a faculty member carefully supervises each intern. Even with the rapid growth of the department, there is no shortage of organizations interested in UNCA interns.

Since the Asheville-Hendersonville-Brevard triangle is recognized nationwide as a retirement mecca, UNCA has benefited from the expertise of a number of outstanding corporate executives, several of whom have doctorates or were teachers before they entered the more lucrative private sector. Some have taken early retirement and will hopefully continue to teach for several years. Some are full-time faculty members; others are adjunct instructors. Both the department and the university are working hard to establish a relatively permanent faculty of specialists in all areas of the multifaceted field. Additional faculty members are being added as quickly as possible to accommodate the growing enrollment.

The department-sponsored Visiting Executive Program enhances educational opportunities for students, benefits recent graduates and is much appreciated by those in business, industry, and finance. The executives,

who meet with students, faculty, and members of the community during their campus visits, have been some of the most successful business leaders in the state and the nation.

The department actively participates in the Faculty Senate, as well as in numerous campus committees and task forces. Many management professors are also humanities instructors. During the past six years, the department has provided dozens of well-attended, public management development programs, seminars, and workshops. The number of public speeches and problem-solving sessions with area firms runs into the hundreds. Almost without exception, faculty members are active board members and advisers of United Way, cultural organizations, local hospitals, the chamber of commerce, and western Carolina industries. They share their knowledge with the Mountain Area Health Education Center, serve as arbitrators for the Better Business Bureau, donate their time to the Voluntary Income Tax Assistance Program, and consult with other companies and organizations in need of their expertise.

The management faculty are active scholars. In the years between 1980 and 1986 they published three books or monographs and presented numerous papers at local meetings and before such scholarly associations as the Southern Academy of Management and the National Academy of Management. Numerous articles were accepted for publication in several widely circulated journals, including the *Journal of International Business Studies*. Dr. Hollingsworth also served as associate editor of the *Journal of Business Research*.

The faculty's record of scholarship and service to campus and community is impressive, but their chief concern remains teaching and advising undergraduates. The department sponsors the business fraternity chapter of Delta Sigma Pi and the Accounting Club. Eighty percent of the 1985–86 members of the Circle K Service Club were management/accounting majors. It is also a matter of pride that management/accounting majors presently make up more than a quarter of the Chancellor's Colloquium. The department has grown so large that it must now publish a newsletter to keep students, graduates, and friends of the program informed about current events and departmental plans.

UNCA's accounting program currently holds the record for the number of students that pass the demanding CPA exam. There is no higher praise than when students joke after the grueling experience that the CPA exam was not nearly as difficult as Professor Martha Marshall's exams.

Department of Political Science
Dr. Bahram Farzanegan, Chairman

The department of political science has had the advantage of a long-standing nucleus of senior faculty members, as well as a remarkably versatile faculty of four, who can cover the full range of courses offered. Dr. Gene E. Rainey, twice department chairman and twice chairman of the Faculty Senate, is an expert in the field of international relations who teaches a number of courses in American politics. Dr. William Sabo, whose chief interest is the American presidency, is especially knowledgeable about defense policies, budgeting, and the political maneuvering tied to national defense commitments. As a result of his political expertise, he serves as an analyst for WLOS-TV on election nights and whenever there is the need for an examination of particular political developments. Dr. Dwight Mullen's area of expertise is the politics of Third World nations and their relationships with other countries and the United States—a field that, until recently, received little attention outside the nation's major learning centers. His arrival added a valuable dimension to the study of political science at UNCA, and he quickly joined his colleagues on the speaking circuit.

The department provides many informative lectures and series throughout the area. There are currently more than one thousand active members of the Great Decisions Program managed by Dr. Bahram Farzanegan and supported by professors from a number of institutions and area residents who are knowledgeable in many fields. Isothermal Community College, in Spindale, North Carolina, recently established a discussion group, and other community colleges have asked to participate as well.

The department has made the best possible use of three Breman Professors. In 1980, Ambassador J. Owen Zurhellen, Jr.—vice-president of the Foreign Policy Association, former ambassador to Surinam, and former deputy assistant secretary of state for East Asian affairs—spent several weeks on campus conducting student seminars, lecturing, and leading discussion groups on a wide range of international topics of interest to students, faculty, and the public. In 1981, Malcolm Toon, newly retired ambassador to the USSR and former ambassador to Israel, spent hours after his on-campus lectures, classes, and civic meetings answering questions. The following year, the department hosted Ambassador Lawrence A. Pezzulo, who had just returned from his post in Nicaragua. Like

Toon, he was besieged by questions from students and area residents during his weeks on campus, all wanting to learn everything they could about Nicaragua after the revolution and its dealings with the United States, the Soviet Union, Cuba, and its immediate neighbors. All three ambassadors were tireless, informative speakers who expanded the understanding of UNCA students and those who attended the public lectures they presented.

In 1982, Dr. Farzanegan and his colleagues completed comprehensive planning for "People and Issues," an eight-week series devoted to domestic concerns. Funds for the program came from the chamber of commerce, the Board of County Commissioners, the League of Women Voters, and a number of grants. The text for the series was produced locally. Dr. Ted Uldricks of the history department edited *Basic Issues 1982: Fundamental Problems in Contemporary Society*, with contributions from Dr. Shirley Browning and Dr. Joseph Sulock in economics, Dr. William Haas in sociology, and Dr. Gwendolyn Henderson in education. The National Domestic Policy Association studied the highly successful series as a model for other programs.

The faculty's high profile of public service has in no way inhibited the steady growth of the department. The number of majors increased from twenty-two in 1980 to three times that many by the fall of 1986. It is possible that excitement generated in area high schools by the simulation and gaming mentioned earlier has led to increased interest in the field. In 1984 Dr. Sabo received the UNCA Distinguished Teacher Award, and student evaluations testify to the effective, dedicated teaching that is a hallmark of the department.

In addition to political science courses, the humanities core, and programs for high schools and the general public, the faculty are active scholars and members of professional organizations. They all attend and often read papers at the North Carolina and the Southern Political Science Associations meetings. Dr. Rainey recently presented a paper at the International Studies Association. He manages to balance his teaching load with a number of civic activities as well, and he is working on his third major book, a history of world politics. He has edited *Carolina Politics* and *Politics and Policy*, the journal of the North Carolina Political Science Association. He is also an association board member.

Dr. Farzanegan has been president of the North American Simulation and Gaming Association since 1979. In 1980 the organization's annual

meeting attracted more than four hundred professors from around the country and six foreign nations. NASAGA voted to move its national headquarters to UNCA in 1981. Three years later, the university became the repository of its archives of games and publications. Dr. Farzanegan has twice been invited to present a lecture series at the U.S. Naval Academy. During the 1983–84 academic year, he was in New York as educational director for the Foreign Policy Association, and he received its Distinguished Service Award shortly thereafter.

Department of Psychology
Dr. Theodore Seitz, Chairman

In the eighties the department of psychology continued to build upon the solid foundation established in the previous decade. More than half the present faculty has been in place since the seventies: Chairman Ted Seitz in clinical psychology, Dr. William Bruce in health and adult development, Dr. Lisa Friedenberg in child development, Dr. Gene Schultz in cognitive psychology, and Dr. Ann Weber in social psychology. As enrollment mushroomed, so did the department. The number of declared majors increased 40 percent—to 140—between 1980 and 1986. Approximately four times that number were enrolled in psychology courses required by nine other degree programs. Additionally, some of the psychologists are members of the humanities program faculty. As the second-largest department on campus grew to eight-and-a-half faculty members, Dr. Seitz maintained the standards of excellence he had established when he began recruiting faculty in the late seventies. As a result, UNCA students are taught by faculty who have received doctoral and postdoctoral training from some of the nation's most prestigious institutions.

The strength of the department was rewarded with the first endowed professorship in the university's history—the Sara and Joseph Breman Professorship of Social Relations. Dr. James Kantner filled the position for the 1982–83 academic year. That same year, Dr. Allen Combs joined the faculty, contributing his biopsychology expertise to the department. A scholar of considerable breadth, Professor Combs is currently completing a book on one of Carl Jung's theories of synchronicity.

After the department revised its criteria for the endowed chair, it began the search for an outstanding teacher with a solid research background who would be capable of upgrading the level of undergraduate research at

UNCA. In 1984, Dr. Charles Prokop was recruited from the Texas Tech University School of Medicine to become the Breman Professor of Social Relations. Three years before coming to UNCA, the clinical and medical psychologist had published an award-winning book in collaboration with Dr. L. A. Bradley, *Medical Psychology: Contributions in Behavioral Medicine*. In 1985 he contributed to *Behavioral Assessment in Behavioral Medicine*, a book that explores the behavioral assessment of chronic pain. In 1986 Dr. Prokop and members of the department coauthored and presented three papers at regional and national professional meetings. He has completed a textbook on health psychology and has made a number of individual presentations and published several articles in the *Journal of Consulting and Clinical Psychology* and *The Psychiatric Hospital*. His record of research and collaborative publishing with scholars from other universities confirms his reputation as an outstanding scholar. His interest in involving students in research projects and his ability to work with them at the undergraduate level have led many majors into new and exciting areas of the science. He is involved in the university's young undergraduate research program, has been elected to the Faculty Senate, and is an officer of the Western North Carolina Psychological Association.

In 1985, Dr. Tracy Brown, a specialist in experimental and cognitive psychology, replaced Dr. Gene Schultz, who left to take a position with the Jet Propulsion Laboratory in Pasadena, California.

UNCA received its largest grant to date in 1982 through the combined efforts of the psychology department, the Office of Student Affairs, and the Mountain Area Health Education Center. The W. K. Kellogg Foundation awarded $592,000 to establish a Health Promotion Program that would educate UNCA students and family physicians training at MAHEC about healthy lifestyles. Dr. Bruce, the primary author of the proposal, became the program's first director, dividing his time equally between UNCA and MAHEC. Vice-Chancellor for Student Affairs Eric Iovacchini and Dr. Don Cassata from the UNC–Chapel Hill School of Medicine coauthored the grant. Dr. Walker Buckalew joined the program as coordinator and instructor in January 1983. A number of faculty from the psychology department participate in teaching and research.

In 1985 Dr. Bruce received a two-year, $87,000 grant from the Z. Smith Reynolds Foundation to establish a Health Promotion Service for members of Asheville's black community, a concept that has received strong public support in the design and implementation stages.

In cooperation with the department of education, psychology offers a track that leads to a bachelor's degree in the discipline and certification in reading for grades K–12. Dr. Friedenberg supervises the track, which she cocreated with Dr. Verna Bergemann, and she has, for the most part, overhauled the developmental and related courses in psychology. She is also the faculty adviser for Psi Chi. The chapter presents cash awards each year to the student who submits the best research proposal and to the most outstanding senior member of Psi Chi.

Dr. Ann Weber is in demand as a public speaker and is also frequently interviewed by the local media. Her understanding of the psychology of close personal relationships and breakups is of tremendous interest to her students and the public alike. She has conducted counseling sessions, assertiveness training workshops, and simulation seminars for dozens of organizations and firms. Her day-and-a-half "simulation of society" workshops are an important part of the retreats at the beginning of each Leadership Asheville and Leadership Hendersonville program. She serves on the editorial boards of the *Journal of Social and Clinical Psychology* and the *Journal of Social and Personal Relationships* and is a consulting editor/reviewer for half a dozen prestigious publishing houses. She is also a member of the National Science Foundation review panel for undergraduate research experiences.

Faculty members are very active in the community. Professors Friedenberg, Bruce, and Prokop serve as research consultants and board members for the Upstream Program, now a United Way agency, which focuses on prenatal and parenting education, as well as the counseling and support of mothers who are at risk. Dr. Friedenberg coauthored a proposal for a Kate B. Reynolds Health Care Trust Grant funded in 1982 to benefit the program. She has served as a board member of Big Brother–Big Sister for several years and has submitted a grant proposal to fund the agency's projects. Psychology faculty also serve on the boards of the Red Cross, the Mental Health Care Association, Status of Women, the Council on Aging, Planned Parenthood, and Asheville's Task Force on Child Abuse.

Ten to 17 percent of the graduates each year are psychology majors. More than 60 percent go on to graduate school, and an alumni survey revealed that nearly all graduates who go straight into careers after leaving UNCA work at jobs related to their major field of study.

Clearly this cohesive department built on its tradition of strong teaching and service to campus and community during the first half of the eighties.

Department of Sociology
Dr. Walter Boland, Chairman

From its inception, the sociology department has concentrated on a humanistic interpretation of the cross-cultural analyses begun by pioneers of the discipline. The program is highly structured, exposing majors to the field's body of accumulated knowledge and theories and giving them a chance to participate actively in the solution of social problems. Students learn how to run basic analytical studies and gain an understanding of theory and statistics that prepares them to begin working with individuals and groups beset by the problems that face a culturally and economically diverse society.

By 1980 the number of majors had dropped below thirty, a decrease that was consistent with a nationwide trend at the time. When Dr. Boland resumed the chairmanship, however, he began working hard to boost the number of sociology majors. With the efforts of a dedicated faculty and the willingness of students to take part in a wide range of civic issues, the department increased the projected number of majors to nearly eighty by the fall of 1986. The only problem with the recent growth has been the serious overloading of course sections.

Teaching is not limited to the classroom, since many students use Asheville and the surrounding area as a laboratory. Sociology majors participate in internships at as many as thirty area agencies, including the police department and many agencies affiliated with United Way. For the most part, they focus on helping individuals, families, and groups deal with the problems of addiction, physical abuse, financial worries, and the criminal justice system. They are taught to present themselves as members of the community who want to make a difference rather than as detached sociologists who are merely collecting data—an approach that differs from that of most undergraduate sociology programs at much larger institutions.

The department is justifiably proud of its student interns and their scholarship. An especially outstanding example is Judy Nagle, one of Dr. Phyllis Betts's students, who in 1985 received a Z. Smith Reynolds Foundation grant to begin a study entitled "Women at Work: A Comprehensive Survey Profiling the Buncombe County Experience." The scope of the study, which was cosponsored by the Board of County Commissioners, the YWCA, and the Women's Resource Center, greatly exceeds expectations for undergraduate research, and this comprehensive study will be

published. Dr. Betts has provided excellent guidance for many special research projects. The same praise applies to all the other members of the department.

Dr. Boland periodically serves on the Asheville City Council. Approachable and practical, he is one of the council's most valuable members. He serves on a number of other civic boards and has been president of the Family Counseling Service for several years. Dr. Betts, who presently heads UNCA's honors program, is much in demand as a public speaker. Her service on many boards, including the YWCA, made her aware that the city had no mechanism for dealing with battered wives and their abused children. She provided the leadership for establishing shelters, and Helpmate was quickly accepted as a United Way agency.

Keith Bramlett is in charge of the criminal justice track. Many of his students intern at the police department, where they learn not only about laws and their application but also about dealing with prisoners, their victims, and the families involved. It is hoped that such an approach will have a positive impact on the rate of recidivism. Bramlett and his students helped establish the Rape Crisis Center and continue to counsel rape victims.

Dr. William Haas supervises the gerontology track. He is president of the Council on Aging and serves on the board of Western North Carolina Health Delivery. He teaches about the growing number of problems related to the aging population and enables his students to deal with older Americans sensitively, rather than as theorists studying an isolated segment of society.

In early 1984 Dr. Boland and Dr. Haas mapped out a proposal for a Center for Creative Retirement. Chancellor Brown immediately recognized the plan's potential for assisting large numbers of retirees from all socioeconomic backgrounds to live fuller lives that would, in turn, enrich the community itself. As soon as time allowed, he began working to build a base of funding and support to make the goals of the sociology department a reality.

The faculty has an excellent record of scholarship. Members of the department regularly present papers to academic societies and publish in numerous journals, including the *American Sociological Review*.

The institution will soon graduate its sixtieth class, but it is far from completion. The nature of higher education requires constant change to

accommodate the ever-expanding frontiers of knowledge. The school's foundations are solid. Many of its battles will never have to be fought again. Looking back to the dreams of A. C. Reynolds and the small group that met in Thomas Howerton's living room in the winter of 1926, it is easy to see how much is owed to an endless list of citizens who were determined to turn a tiny county junior college into a center of learning in western North Carolina and a respected campus of the University of North Carolina system. No less is owed the faculty and students who took a chance on a small and struggling school.

This review of the departmental highlights for a six-year period mirrors the growth that has taken place since the institution became a senior college more than two decades ago. Progress has seemed painfully slow at times, and there have been hurdles along the way. Nevertheless, the overall picture is one of a university that will continue its mission of providing students with a strong liberal arts education—the best foundation for a wide range of careers, graduate and professional schools, and a lifetime of learning. The university has never lost sight of the need to be of public service, and even though it remains predominantly an undergraduate institution, the addition of select graduate programs is having an increasingly positive impact on the campus and in the community. UNCA has attracted an outstanding faculty and administration, people who are dedicated to the dream of continuing to build in Asheville an institution that is recognized nationwide as a unique center of learning.

Appendixes

APPENDIX A.

Enrollment Trends of the University of North Carolina System

Office of Institutional Research

UNC Institution	Head Count Fall 1972	Head Count Fall 1980	Percent Change Fall 1972–1980	Head Count Fall 1986	Percent Change Fall 1980–1986
UNCA	1,129	2,099	85.9	2,900	38.2
UNCW	2,280	4,696	106.0	5,937	26.4
FSU	1,643	2,465	50.0	2,921	18.5
NCSU	13,809	21,169	53.3	24,558	16.0
UNCC	5,159	9,383	81.9	11,753	25.1
NCSA	351	438	24.8	468	6.8
WSSU	1,720	2,220	29.1	2,590	16.7
ECU	10,286	13,165	28.0	14,459	9.8
NCAT	4,510	5,467	21.2	5,865	7.3
UNCCH	19,224	21,205	10.3	22,625	6.7
ECSU	1,109	1,488	34.2	1,613	8.4
PSU	1,980	2,301	16.2	2,481	7.8
ASU	7,352	9,794	33.2	10,419	6.4
UNCG	7,411	10,390	40.2	10,382	−.08
NCCU	4,028	4,910	21.9	4,988	1.6
WCU	5,640	6,459	14.5	5,921	−8.3
Total	87,631	117,649	34.3	129,880	10.4

Constituent Institutions of the UNC System

1. UNC-Asheville
2. UNC-Wilmington
3. Fayetteville State University
4. NC State University
5. UNC-Charlotte
6. NC School of the Arts
7. Winston-Salem State University
8. East Carolina University
9. NC Agricultural & Technical State University
10. UNC-Chapel Hill
11. Elizabeth City State University
12. Pembroke State University
13. Appalachian State University
14. UNC-Greensboro
15. NC Central University
16. Western Carolina University

APPENDIX B.
The University of North Carolina at Asheville
Boards of Trustees

1980–81

Carl W. Loftin, Chairman
Karl H. Straus, Vice-Chairman
Julia G. Ray, Secretary
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1981–82

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E. Charles Dyson
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James E. Ellis, Chairman (January–May 1985)
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E. Charles Dyson
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Dr. John H. Russell
Douglas Van Noppen
Harriette G. Winner
Richard B. Wynne

1985–86

Durward R. Everett, Jr., Chairman
Richard B. Wynne, Vice-Chairman
Harriette G. Winner, Secretary
Lonnie D. Burton
G. John Coli, Jr.
E. Charles Dyson
Jesse I. Ledbetter
George H. Pressley
Neal D. Rhoades, SGA President
O. E. Starnes, Jr.
Wilma Dykeman Stokely
Douglas Van Noppen

1986–87

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Ken Hardy, SGA President
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Duane McKibbin
O. E. Starnes, Jr.
Wilma Dykeman Stokely
Douglas Van Noppen
Harriette G. Winner

Index

Accounting Club, 281
Adams, Gary, 90
Adams, Kenneth, 190
Adams et al. v. *Weinberger et al.* (1977), 191, 232–36
Adams-Ramsey Bill, 210
Adams v. *Richardson* (1972), 189–91, 231–32
Admissions standards, 175
Aiken, Gary, 189, 194
Aiken, Nora, 194
ALAN Review, The, 279
Alexander, Perry, 11
Alley, Peggy, 61
All-State Junior College Football Team, 28
Alpha Delta Pi, 248
Alpha Phi Omega, 130
Alpha Xi Delta, 248
Alumni association, 25–26, 81, 129, 251
Alvarez, Raul, 271
American Association of University Women, 26, 41
American Chemical Society, 78, 268–69, 270; Stone Award, 225
American Enka Corporation, 29, 88, 180, 211
American Institute of Chemists, 217, 270
Anders, Dave, 128
Andrade, Marcel, 168, 258
Andrews, Ike, 153
Angels of Biltmore, 34, 35
Anthony, Lee, 84
Antiwar rallies, 59, 86, 112
Appalachian State Teachers College, 27, 96, 97, 138, 140
Appalachian State University, 103, 105
Archie, William, 51, 59, 60, 141
Arnold, Thomas, 243
Art Alumni Association, 193, 207
Art department, 128, 188, 199, 218, 220, 246–47, 255–56
Asheville-Biltmore College, 10–11, 13, 14–15; accreditation, 11, 19, 24, 25–26, 57, 74, 84–85, 111, 125; moved to Merrimon Avenue, 15–16, 17; Board of Trustees, 18–19, 20, 22, 23, 40–41, 42, 43–44, 45, 46, 48, 54, 58, 63, 68, 70, 77, 87, 94, 95, 106; city of Asheville

funding, 18–21, 26; facility needs, 22, 23, 28, 29, 31, 36; board of directors, 27, 29, 33, 35, 36, 40; moved to Seely Castle, 29–31, 32–34; state funding, 37, 38–39, 49–50, 53, 58, 68, 71, 78, 79, 81, 89; local bond funding, 39–40, 41, 45–47, 50, 53, 56, 67, 70; moved to North Asheville, 41–45, 47–48; building construction, 45, 46–47, 50, 58, 68–71, 74, 79, 89; admission of black students, 46, 72; expanded to four-year institution, 50, 51, 52, 53–55, 56, 57–58, 71, 93, 140; liberal arts program, 59–62, 63–65, 66–67, 100, 126; academic year, 61, 63, 66, 67, 85; first senior class, 71–72; self-study committee, 84; merger with UNC, 89, 92, 93–95, 97–98, 99–107, 126–27, 143, 144, 163
A-B College Foundation, 76–77
A-B Libbers, 34
Asheville-Buncombe Technical College, 229–31
Asheville Chamber Music Society, 80
Asheville Chamber of Commerce, 41, 195
Asheville Citizen, 2, 3, 6, 23, 27, 30, 87, 104, 106, 167, 209–10
Asheville City Council, 2, 19, 20, 24, 26, 105, 288
Asheville City School Board, 2, 8, 9, 10, 11, 14–15, 16, 22
Asheville Junior College. *See* College of the City of Asheville
Asheville Normal and Teachers College, 13–14, 15, 22
Asheville Optimists Club, Tip-off Tournament, 87, 165, 196, 208
Asheville Symphony Orchestra, 75
Athletics, 7, 23, 77, 169, 249; scholarships, 23, 28–29, 34, 225; women's, 169, 194, 206, 225, 249–50. *See also* Basketball; Football; Swim team
Atmospheric sciences program, 265–66
Ayers, Whitley, 212–13, 277

Badget, Sam, 123
Baha'i, 79–80, 216
Baker, Henry, 12, 46
Baldwin, Garza, Jr., 171
Ballard, Carl, 128
Bares, Leo, 227, 268–69
Barker, John, 111
Barnes, John M., 40
Barnshack, Ralph, 34
Barry, Rick, 124
Barthel, John, 85, 182
Baseball, A-B College, 23
Basketball, 6; A-B College men, 12, 23, 28, 34–35, 67, 77, 86–87, 90, 91; UNCA men, 121–22, 128, 129–30, 165, 169, 208, 224, 249; summer camp, 124; UNCA women, 168, 206, 249–50
Bauman, Sally, 214
Beam, Hugh, 102, 153
Belford, Thomas, 195
Belk, Carol, 211
Belk, Carol, Theatre, 188, 207, 210–11, 257
Belk, Irwin, 210, 211
Bell, C. Ritchie, 78
Bell, Terrell, 235
Bennett, Charles, 274, 275
Benton, John Keith, 31
Bergemann, Verna, 182, 277–78, 286
Bergman, Jules, 216
Bernhardt, John, 200–201, 267
Betts, Phyllis, 206, 247, 287, 288

Big South Conference, 250
Biltmore High School, 2–9, 133 (illus.)
Biltmore Junior College, 7–10
Biltmore Players, 10
Biology department, 130, 266–67
Bishop, Edwin, 119
Black Arts Festival, 186
Black Awareness Week, 168, 169, 199
Black Mountain News, 55
Black Students Association, 168–69, 199
Blake, John, 223–24
Blanton, G. Hoyle, Jr., 171, 225–26
Blowers, Malcolm, 214
Blue, Clifton, 55
Blue Ridge Technical College, 231
Bluets, 5, 7, 9, 10, 12, 18, 25, 34, 83
Bly, Joe, 207–8
Bobo, Helen, 72
Boland, Walter, 124, 161, 193, 287, 288
Bonarrigo, Nicholas, 25
Bond referendums, 2–3; for A-B College, 39–40, 41, 42, 44, 45–47, 50, 56, 67, 70; statewide, 188, 199, 239
Booker, Randy, 274
Boozer, Howard, 141
Botanical Gardens Association, 77–78, 86, 200
Bourne, Robert, 123
Bowen, Wallace, 252
Boyd, Albert, 46
Boyd, Mark, 271
Bradley, L. A., 285
Braggio, John, 207
Bramlett, Keith, 288
Branham, George, 84
Breman, Sara and Joseph, Fund, 174
Breman, Sara and Joseph, Professorship of Social Relations, 198, 215, 223, 224, 282, 284, 285
Brian, George, Jr., 78
Bridges, John, 18, 46
Briggs, Bruce, 102
Brooker, Wilfred L., 2, 3
Brookshire, H. G., 8, 9, 10
Brotak, Edward, 265, 266
Brown, Bobby, 168–69
Brown, C. Fred, 9, 22, 23, 24
Brown, David G., 243–46, 251, 255, 274–75, 288
Brown, Larry, 124
Brown, Tracy, 285
Brown, W. Vance, 2
Browning, Shirley C., 124–25, 165, 182, 193, 195, 212, 225, 275, 276, 283
Brown v. *Board of Education of Topeka* (1954), 46, 189, 236
Bruce, William, 250, 284, 285, 286
Bryan, Virginia (later Schreiber), 5, 7, 11, 12, 15, 17, 18, 21, 22, 24, 25, 209
Bryant, Victor, 138, 144, 148
Buchanan, Francis, 171, 192, 194
Buckalew, Walker, 285
Buncombe County Board of Commissioners, 15–16, 30, 283, 287–88
Buncombe County Children's Home, 15–16, 17, 134 (illus.)
Buncombe County Junior College, 2–3, 4–5, 6–7
Burdette, Pat, 18–19, 20, 21
Burney, John, 105
Bushey, Glenn L., 24, 26, 27, 30, 31, 32, 33–34, 38, 43, 49, 50, 52, 93, 209
Byers, J. W., 22, 23, 40, 43, 44
Bynum, Curtis, 8, 9, 79
Byrd, Audrey, 168–69, 187

Cagle, Kenneth, 249
Caldwell, George, 22
Caldwell, John T., 48
Calfee, John E., 13, 14
Califano, Joseph, 233, 235
Campbell College, 87
Campus Commission on Student Services, 208
Campus Community Concert Band, 229
Campus Crier, 25, 28, 34, 46, 73
Campus Forum, 176–77
Candler, Coke, 45
Canon, Alfred O., 251, 252
Canterbury Tales (Chaucer), 223
Cantrell, Cecil, 212
Carlyle, Irving E., 51, 140
Carlyle Commission. *See* Governor's Commission on Education beyond the High School
Carmichael, Oliver Cromwell, 59–60, 69–70
Carmichael, Oliver Cromwell, Humanities Building, 58, 69–70, 74, 80, 245, 255
Carmichael, William, Fund, 122
Carolina Junior College Conference, 34
Carr, Robert, 191
Carroll, Helen, 249, 250
Carroll, John, 22, 29
Carson, Carol, 78, 81
Carter, Jimmy, 235
Cassata, Don, 285
Caudill, Harry, 187
Celebration of the Arts, 264, 275
Center for Creative Retirement, 288
Center for Economic Education, 212, 275–76
Champion Paper and Fibre Company, 47
Chancellor's Colloquium, 244, 281
Chancellor's Committee on Curriculum Reform, 175
Chappell, Fred, 120
Charlotte College, 27, 37, 38, 39; expanded to four-year institution, 52, 53, 54, 55, 71, 93, 140; merged with UNC, 94–96
Chemistry department, 78, 268–70
Childs, Edward P., 13
Chunn's Cove, 30, 36, 42
Circle K Service Club, 281
Civil Rights Act (1964), 189, 197, 232
Clarke, Harry, 180, 182
Clarke, Patsy, 131, 182, 188
Classics department, 82, 256
Clubb, Oliver, 76
Cochran, Thomas, 189, 206, 222, 246
Cochran, William, 75, 89, 177
Code of The University of North Carolina, 113, 157, 171–72, 203, 204, 208
Cogburn, Max, 18
Cohn, Morton, 226, 252
Cole, Robert, 222, 273
Cole, Taylor, 63
Coleman, Betsy Wilson, 267
Coleman, Kenneth, 260
Coleman, R. L., Company, 47
College of the City of Asheville, 2, 5–7
Colton, Marie, 239
Colvard, Dean, 240
Coman, Herbert, 24, 25, 32, 35
Combs, Allen, 284
Comer, Alan E., 246, 266–67
Committee of the Tenured Faculty, 193
Communications program, 261
Community College Act (1957), 38–39, 40, 41, 56, 58

Community colleges, 38, 39, 52–53, 54–55
Computer Center, 121, 128, 180, 216, 222, 239, 247–48
Computer science department, 270–71
Conder, F. L., 2
Cone, Bonnie, 51
Conley, S. B., 4
Consent Decree, North Carolina v. *Department of Education* (1981), 235
Continuing education, 183
Cooke, Tucker S., 182, 255, 256
Cooper, Guy L., 175, 256
Corcoran, Ted, 71
Cordell, Mary. *See* Nesbitt, Mary Cordell
Coughlin, Desmond, 174
Council of Chairmen, 221
Counseling center, 73
Courtney, Smiley, 29
Cowan, J. Gerald, 44, 54, 58
Coxe, Frank, 1, 76, 251
Coyle, Francis, 121, 128
Coyne, Anthony, 264–65
Cranston, Mechthild, 182
Cranston, Phillip, 168, 182, 258
Crawford, I. C., 153
Crawford, Narvel Jim, 239
Crutcher, Harold, 217
Crystal Ball Series, 276
Curriculum, 3, 6, 8, 26, 27, 67, 74; core program, 60–62, 64, 65, 115–16, 246–47, 253; expansion of, 117, 125, 160–61, 167, 171, 173, 175, 198, 244, 255, 258

Dailey, Ruben J., 46
Dalton, Don, 71, 78
Dameron, Virginia, 40, 41, 43, 58
Daugherty, Joseph, 270
Daughton, Robert, 87, 182, 194
Davidson, Betsy, 170
Davies, G. Hinton, 92
Davies, John Paton, 76
Dawson, Raymond, 204, 213–14
Deason, Paul Thomas, 125, 168, 176, 179, 193–94, 197, 222, 225
Debate club, 25, 28, 34
DeBruhl, Claude, 8, 35, 102, 105, 150, 153, 175–76
Degree programs, 160, 161, 167, 173, 198–99
Degree requirements, 27, 60–62, 63, 64, 115–16, 246–47, 253
Delany, Beatrice Francine, 72–73, 78, 226
Delta Sigma Pi, 281
Demmon, Dr. and Mrs. E. L., 77
Dent, Theodore, 102
Desegregation, 46, 189–91, 232–37
Diamond, Denise, 83, 90
Diamond, Jill, 90
Distinguished Service Award, 200, 211, 212, 242
Distinguished Teacher Award, 260, 262, 267, 270, 283
Dormitories, 70–71, 73, 79, 85, 114–15, 173–74, 183, 210, 226, 239, 249
Dorr, Joyce, 227, 229, 262–63, 264
Dorr, Laurence, 218, 220–22, 229, 231, 246, 262, 264
Downes, Margaret, 261–62
Drama club, 10, 18, 27, 34
Drama department, 78, 131–32, 188, 207, 223, 256–58
Driggers, Libby, 270–71
Dula, Martha, 73
Dula, Thomas C., 73, 84, 85, 179, 181, 196, 251
Duncan, Edwin C., Jr., 58
Dupree, Franklin, 235

Dykeman, Wilma. *See* Stokely, Wilma Dykeman

Easley, John, 46
East Carolina Teachers College, 97, 138, 140, 142; medical school, 95–96, 143
Economics department, 275–77
Education department, 63, 116, 120, 277–79
Edwards, Lee H., 12
Edwards, Lee H., High School, 12, 21
Edwinn, Frank, 128, 186, 262
Ehle, John, 18
Elderhostel Program, 219
Elingburg, Ray, 78, 81
Elizabeth City State University, 110, 126, 140
Ellington, Douglas, 3
Ellis, James, 226
Elmore, Bruce A., 12, 58, 167, 212
Engineering program, 239, 271–72
Enright and Associates, 244, 245
Enrollment: Biltmore College, 6, 8; A-B College, 11, 14, 15, 17, 18, 21, 22, 25, 26, 27, 35, 49, 52; and expansion and merger, 53–54, 85, 93–94; UNCA, 124, 175, 182, 183, 188, 196, 198, 214, 228, 239–40, 241, 244–45, 293; Consolidated University, 144, 158; Graduate Center, 241
Environmental sciences program, 173, 272
Equal Employment Opportunity Commission, 205
Ervin, Sam, 82–83
Etheridge, Mrs. Howard G., 10
Everett, Durward, 226, 252

Faculty, 6–9, 15, 49, 109, 171, 174, 221–22, 245, 246, 254–55; hirings, 3, 22–23, 85, 89, 124–25, 167–68, 189, 206, 214; and accreditation, 11, 23–24, 57–58, 60; salaries, 21, 85–86, 113–14, 125–26, 167; committees, 33, 74–75, 91–92, 165; faculty/student ratio, 64, 149, 160, 161–62, 163–64; academic calendar and, 66, 67, 85–86; discussion panels, 83; doctoral degrees, 100, 173; evaluation of, 112–13; and student government, 114, 118, 166, 179; blacks, 127, 169; tenure, 172–73, 178, 192–93, 202–5; publication, 175, 258, 259, 260, 261–62, 265, 270, 276, 281, 285, 287–88; voluntary courses, 182–83. *See also* Research
Faculty Senate, 111, 112, 113, 123, 125, 194–95, 201–2; formation of, 92, 108–9; committees, 92, 109, 195, 240, 246; relations with students, 114, 115, 118; and academic curriculum, 117, 166, 179, 230, 246
Fall, Barnard, 76
Farnsworth, James, 81
Farrell, Edward, 250
Farzanegan, Bahram, 83, 117, 176, 187, 207, 208–9, 227–29, 252, 282–84
Fayetteville State University, 110, 126, 140
Felder, Nathaniel, 186
Feldman, Leon, 174, 211
Feldman, Ruth, 174, 211, 260
Feldman, Ruth and Leon, Professorship, 279
Feldman Scholarship, 174
Felmet, David, 192, 212, 226

Ferguson, James S., 83, 240
Ferguson, Sam, 179
Fields, Emmett, 57
Financial aid, 173, 211, 241–42
Fish, James, 46
Fishburne, Janie, 170
Flat Rock Playhouse, 258
Fleck, Douglas, 185
Florence Art Odyssey, 218
Football, 6, 12, 23, 24–25, 27, 28–29, 34, 35
Ford, Sheila, 250
Ford, Thomas G., 40
Foreign Affairs Forum, 75–76, 122, 130–31, 177, 178, 209
Foreign language requirement, 62, 116, 246–47
Foreign languages department, 258
Foreign Policy Association, 177–78, 284
Foster, Dales Y., 29
Foster, Frank C., 14
Foster, George, 28
Foster, Mrs. S. D., 26
Frady, Barbara, 200
Frady, Carolyn, 214
Friday, William C., 51, 139, 142, 213–14, 239, 242–43; and establishment of UNCA, 95, 98, 99–101, 105, 107, 113; and UNCA program, 116–17, 118–19, 127, 161, 162; and funding and budgets, 122, 124, 125; and university restructuring, 146, 147, 150, 151, 152, 155, 233; and WCU Oteen classes, 177, 181, 215, 240, 241; and desegregation, 233–34, 236
Frie, James, 227
Friedenberg, Lisa, 214, 277–78, 284, 286
Friends of UNCA Music, 264
Froelich, Jacob, 148
Frye, Henry, 243
Fulbright scholarships, 256, 258, 259, 262, 268
Fuller, R. Buckminster, 80
Fulton, Dudley, 84
Fund-raising, 76–77, 174, 251–52. *See also* Bond referendums

Gainey, Pat, 174
Gambill, Ilene, 26
Gardner, O. Max, 137–38, 147
Gardner-Webb College, 25, 27, 165
Garren, Claude, 78, 81
Garren, Patricia, 229, 263
Gasperson, Ray, 161, 169
Gentile, Lance, 277, 278
GI Bill. *See* Servicemen's Readjustment Act
Gibson, Mickey, 90, 91, 121, 122, 128, 129, 165
Giezentanner, John, 25, 35
Gilbert, Clarence, 22, 23–24
Gillum, Michael, 85, 192, 221
Gilpin, Mary, 168
Gilpin, Peter R., 77, 174, 216–17
Giovanni, Nikki, 169
Glee club, 26, 34
Glubb, Sir John, 89–90
Goalsby, Dan, 67
Godwin, Cathleen, 22
Godwin, Phil, 147, 154
Godwin, Winfred, 240
Goldofsky, Boris, 75
Golf team, 87, 128
Goodman, Paul, 244
Goodson, W. Arthur, 14–15
Gordon, Larry, 78
Gore, Daniel J., 61
Governor's Commission on Education beyond the High School, 51–54,

55, 85, 93, 96, 111, 140
Governors Dormitory Village, 71, 114–15, 249
Grading system, 67, 113
Graduate Center, 245
Graduate programs, 100, 111, 120, 137–38, 140, 173, 188, 240–41, 245
Graham, Frank Porter, 72, 138
Graham, Fred, 102
Grambling College, 91, 121
Grams, Ileana, 189, 264, 265
Gray, Gordon, 138–39
Great Decisions Program, 177–78, 208–9, 227–28, 282
Greenawalt, Bruce, 83, 211, 259, 260
Greene, Jerry, 206, 208, 224
Greene, Raphael, 82
Greenwood, Gordon, 7, 46, 55, 81, 101–2, 239, 245
Gregory, Dick, 131
Greir, Joseph, 65
Grier, Deborah ("Dee"), 131, 170
Grove, E. W., 29
Grove Arcade Building, 217–18, 244
Gudger, Lamar, 150, 153, 175–76, 227
Gullickson, Gerald, 262
Guttman, Nathaniel, 265
Gymnasium, 46–47, 50, 65, 67, 89; named Charles Justice Sports, Health and Recreation Center, 196

Haas, William, 283, 288
Haber, John, 257
Hackney, William, 280
Haines, John R., 175
Hall, James M., Jr., 12
Hall, Linda, 249
Hampton, Natalie, 22, 23
Hanaman, William W., 22, 24, 32
Handicapped access, 185–86
Hantz, Alan, 261, 262
Harbin, Tom, 90
Harkins, Herschel, 102, 105, 153
Harrington, Bruce, 123
Harris, Ed, 71, 78, 168, 250
Harris, Joe, 278
Harris, W. Randall, 14–15, 22
Hart, Donald, 185, 189, 229, 280
Hart, Parker T., 122
Hartman, Robert Lee, 67, 169, 194, 206, 224
Hawkins, Dula, 58
Hawkins, Michael, 174
Hayes, Hubert, 36, 78
Hayes, Leona, 78
Hayes, Sandra, 252
Haynes, Harvey, 229
Health Promotion Program, 247, 250–51, 285
Healy, Rod, 90, 121–22, 130
Helms, Jesse, 228
Henderson, Gwendolyn, 278–79, 283
Hensley, Margaret, 26
Herring, Lucy, 216
Hewlett, Addison, 102
Highlander, 5
Highsmith, J. Henry, 11, 21
Highsmith, William Edward, 72, 81, 88, 124, 127, 170, 187, 201, 202, 229, 248; elected president of A-B College, 50–51; and expansion to four-year institution, 51, 54, 84; and academic curriculum, 60–61, 65, 88, 120, 215; and merger with UNC, 97–99, 101, 122–23; elected chancellor of UNCA, 106; and WCU Oteen Center, 118–19, 177, 181; and budgets, 125–26; and re-structuring, 161–62; retirement, 242–43

Highsmith, William E., University Center, 248
Hill, George Watts, 101
Hill, Watts, Jr., 95, 140–41, 144–46
History Association, 207
History department, 207, 259–61
Hobbs, Bruce, 185
Holden, Ray, 128
Hollingsworth, A. Thomas, 279, 280, 281
Holman, Hugh, 192
Holshouser, James, 171, 201
Honeywell, Hildegard, 22–23
Honnager, Arthur, 263
Honors program, 247
Hopes, David, 262
Horton, Bill, 11
Horton, Doris, 103
Howard, Deryl, 168, 241, 264, 265
Howerton, Thomas M., 3–4, 289
Howington, Doc, 32–33
Huan, Huo-Jin, 266
Humanities program, 61–62, 86, 115–16, 244, 245, 246–47, 253–55
Hunt, James B., 212, 234
Hunter, Maryjane, 251
Huskins, Jay, 103
Hyde, Lynn, 170

Images, 83
Infirmary, 89, 168
Institute Montpelier, 197
Instrument of governance, 165–66, 174, 176
International relations club, 12, 26, 27
Inter-nation simulations, 117–18, 176, 209. *See* North American Simulation and Gaming Association
Iovacchini, Eric, 223, 248–50, 285
Irish-American Colloquium, 197–98, 219

Jackson, Walter C., 31
James, Charles, 170, 269
James, Mrs. M. A., 22, 23, 29
Jarrard, Norman, 61
Jenkins, Leo, 51, 95, 96, 97, 142
Jenkins, William S., 35, 43–44, 88
Jewish Studies Center, 260, 264
Johnson, Elma, 182
Johnson, U. Alexis, 76, 130–31
Johnston, Harry, 85, 193, 267
Johnston, Joseph, 128
Jones, Donald, 36, 46
Jones, G. Andrew, 123, 148–49
Jones, Luther, 186
Jones, Olivia, 182
Jones, Peggy, 85
Jones, W. A., 15
Jones, W. H., 4
Justice, Charles ("Choo-Choo"), 25, 196
Justice, Charles, Sports, Health, and Recreation Center, 196
Justice, William S., 78

Kaempfer, W. W., 60, 65, 75, 83, 87–88
Kagel, Joe, 130
Kaires, Theophilus, Greek Prize, 256
Kaleidoscope, 261
Kantner, James, 284
Kaplan, Eugene V., 44
Kaplan, Richard, 12
Kay, David, 273
Kdan, Betty, 193
Keiser, Marilyn, 263
Kellogg, W. K., Foundation, 250, 285
Kent State University, 86, 120–21, 123
Kephart, Chauncey, 186
Kerr, Clark, 243
Kilgore, Sandra, 169

Kimberly estate, 43, 44
Kindley, Randall, 208
King, Arnold K., 99–100, 104, 105–6, 108, 119–20, 126–27, 161, 213, 214–15
King, J. Bertram, 114, 176, 188, 220, 231
King David: A Symphonic Song (Honnager), 263
Kirby, Russell, 147
Kirby, Wayne, 263, 275
Kormanik, Gregg, 267
Kramer, George, 168, 193

Laboratory requirement, 62, 116, 246–47
Lambert, Frank, 32
Lancaster, George, 194
Lancaster, Robert, 63
"Land Use Master Plan," 245
Lang, Wayne, 247, 270
Latham, R. H., 9, 11, 13, 14, 15, 18–20, 21, 22
Lathrop, Virginia, 72, 101, 148
Lavin, André, 227
Laweral, Pat, 182
Lawrence, Thomas, 13
Lawrence Hall, 14, 15, 134 (illus.)
Lawson, Luther, 214, 276
Lea, Tom, 223
Leadership Asheville, 252, 286
Leadership Hendersonville, 252, 286
League of Women Voters, 41, 227, 283
Lee, Chris, 128
Lee, L. Lyons, 18, 20
Lee, Linda, 78
Lehmkuhl, William M., 58
Leonard, Richie, 145
Lester, Charles, 63
Liberal arts master's program, 241
Library: A-B College, 9, 18, 26, 47, 62. *See also* Ramsey, D. Hiden, Library
Lipinsky, Louis, Sr., 40, 41, 45, 54, 58, 70
Lipinsky, Louis, Student Center, 46–47, 67–68, 70, 77, 86, 186, 226, 239, 242, 263; Auditorium, 67, 72, 74, 76, 80, 188, 207, 226
Lipinsky, Morris, 46
Lisby, Gregory, 261
Literature and language department, 62, 120, 261–62
Lloyd, Charles A., 7, 11, 13, 14, 46
Lloyd, Charles, Jr., 46
Loftin, Carl, 212, 226
Lord, Anthony, 68, 79
Lord's Drug Store, 17–18
Love, Leroy, 11
Love, Sadie June, 12
Lowrance, Adele, 15, 23, 32
LSAT rankings, 260
Luther, Mrs. T. Allen, 14–15

McClendon, L. P., 48, 51
McCormack, Richard, 227, 271
McCoy, John J., 60, 61, 267
McDonald, Sharyn, 248
McDowell, Eugene, 241
McDowell Technical College, 231
McEniry, Hugh, 177
McGee, William, 68
McGlinn, James E., 278
McGough, Morris, 41
McGovern, Eleanor, 187
McGuire, Samuel, 29, 32
McIlheny, James ("Red"), 90, 91, 121, 122, 128, 129–30, 165
McKinnon, Joseph, 36–37
McPeters, Clyde, 199
Mallory, A. F., 84

Management Association, 207, 217
Management department, 88, 185, 217, 220, 229–31, 279–81
Management program, 120, 173, 179–80, 182, 198–99
Mann, E. Ray, 15
Manns, Mary Lynn, 270
Markowitz, Sadie, 10
Marshall, Martha, 281
Mars Hill College, 7, 25, 27, 90, 227–28
Martin, Fred, 78–79
Martin, Perry, 147, 155
Martin, Sally, 78
Masqueteers, 12
Massey, Charles, 271
Maston, Sandy, 78
Mathematics department, 239, 273
Mathematics requirement, 62, 116, 246–47
Matthews, Sidney, 82, 83
Mayland Technical College, 231
Mebane, William, 217
Memorial Mission Hospital, 13
Merchant, Lawrence C., 40
Merrill, Edward, 22
Merrill, W. Ernest, 11, 15
Merrimon, Terry, 91
Meteorology program, 217, 218, 265–66
Meyers, Don, 107
Millar, Sam, 85
Millard, David, Junior High School, 8–10, 12–13, 19, 80, 133 (illus.)
Miller, David, 247–48, 271
Miller, Gary L., 272
Miller, George, 153
Miller, J. Alfred, 40, 42–43
Miller, John, 22
Miller, Mary, 24, 32, 34, 49, 84
Mills, Albina, 257
Mills, Ernest, 211, 242, 257
Mills Foundation Scholarships, 242
Millstead, Charles, 128
Milner, Clyde A., 31
Minerals Research Laboratory, 197
Mitchell, Catherine, 261, 262
Mock, William, 129
Moe, Doug, 124
Mollegen, Albert, 75
Monmouth State College, 91
Montgomery, Betsy, 131, 185, 194, 198
Montieth, Larry, 227
Moog, Robert, 263
Moore, Dan K., 69, 71, 79–80, 81, 94, 95, 96, 97–98, 99, 140
Morgan, B. F., 23, 27
Morgan, Charles, Jr., 234–35
Morgan, Clarence, 9, 26, 29
Morgan, William H., 21–22
Morris, Sarah, 229–30
Morro, Dierdre, 223
Moseley, Merritt, Jr., 246, 261–62
Moser, Artus, 25, 32, 34
Moss, Frank, 71
Moss, Ralph, 78
Mössbauer Effect Data Center, 184, 269, 270
Mountain Area Health Education Center (MAHEC), 176, 281, 285
Mullen, Dwight, 282
Mullin, M. H., 30
Music club, 34
Music department, 239, 242, 256, 262–64
Music program, 120, 173
Myers, Elaine Hunter, 257
Myers, Thomas, 274

NAACP Legal Defense Fund, 190, 191, 232, 235

Nagle, Judy, 287–88
Nash, Arnold, 106
National Association for Intercollegiate Athletes (NAIA), 91, 121, 129, 185, 198, 250
National Climatic Data Center, 80, 217–18, 244, 265, 266
National Collegiate Athletics Association (NCAA), 250
National Endowment for the Humanities, 259–60, 265
National Oceanic and Atmospheric Administration, 265
National Science Foundation, 121, 128, 187, 267, 269, 274, 279, 286
National Teacher Examination, 212–13, 277
Natural sciences, 62, 245
Nesbitt, Martin, Sr., 8, 22, 23, 33, 46, 226
Nesbitt, Martin, Jr., 226, 239
Nesbitt, Mary Cordell, 8, 26, 226
Neuse, John, 88
New University of Ulster, 197–98
Nickerson, Kenneth, 84
Nickless, Pamela, 276
North American Simulation and Gaming Association (NASAGA), 207, 228, 283–84
North Carolina Advisory Budget Commission, 65, 81, 142, 145, 158, 159, 163; and construction funds, 79, 89, 110, 124, 129, 150, 183, 242
North Carolina Agricultural and Technical University, 191, 232
North Carolina Agriculture and Technical College, 97, 140
North Carolina Association of Student Governments, 199–200, 249
North Carolina Board of Higher Education, 40, 45, 48, 59, 110–11, 161, 190; creation of, 37–38, 139; and new UNC campuses, 52, 94, 96, 98, 99, 103, 105; and A-B College four-year program, 54, 58, 60, 63, 64–65, 67, 69, 82, 98, 163; conflict with Consolidated University, 109–10, 114, 117, 123, 139–41, 146; and UNCA, 119, 125–26, 127; restructuring and, 143–44, 145, 152–53, 154, 155–56
North Carolina Central College, 97, 140
North Carolina College for Women, 52, 138
North Carolina Department of Property Control, 68, 244
North Carolina Department of Public Instruction, 11, 26, 277, 279
North Carolina Education Computing Service, 128, 176
North Carolina General Assembly, 143; A-B College funding, 37, 38, 39, 58, 65, 68, 71, 73, 81, 84; and A-B College four-year program, 54, 56, 67, 85–86, 126, 163; and Consolidated University, 56–57, 138, 141–42; and new UNC campuses, 92, 94, 96, 97, 98, 99, 102, 103, 105, 106, 107, 123; and Board of Higher Education, 110–11, 139, 141, 144, 154; UNCA capital funding, 114, 129, 132, 150, 175–76, 210, 226, 242; university restructuring, 137, 145, 146–55, 156, 158, 159, 161–62, 163, 173, 238–39; and school desegregation, 189, 234, 235, 236
North Carolina Playwrights' Award, 262
North Carolina Political Science Asso-

ciation, 187, 283
North Carolina School of the Arts, 75, 110, 143, 153, 155, 156
North Carolina State College, 27, 52, 55–56, 137–38, 139
North Carolina State University, 56, 95, 146, 148, 150, 184, 197, 206, 247; veterinary school, 191, 232; joint engineering program with UNCA, 227, 239, 241, 271–72
North Carolina Symphony Orchestra, 207
Nursing program, 120, 200–201

Obergfell, Sandra, 253, 258
Occupational Safety and Health Administration (OSHA), 183
Ochsenreiter, Michael, 223
Office of Financial Aid, 173, 241
Office of International Studies, 218
Office of Public Information, 252
Office of Student Affairs, 248–51, 285
Office of University Relations, 251–52
Ogden, Doan, 77
Olson, Virginia, 169–70
Omicron Delta Epsilon, 91
Omnibus Higher Education Act (1963), 38, 54–56, 93, 94, 95, 140
Orleans, Jeffrey, 204
Oteen Veterans Administration Hospital, WCU Center, 118–19, 160, 165, 177, 181, 188
Overlook Mansion. *See* Seely Castle
Owen, Cary, 171, 192, 212
Owen, Charles D., 220
Owen, Charles D., Art and Management Building, 188, 199, 220, 231, 239, 255
Owen, Guy, 120
Owen, Jackson, 35, 73, 168
Owen, James, 46
Owen, L. A., 29
Owl, Frell, 171, 192
Oxford University, 89, 90–91, 120, 124, 179, 180, 185, 197, 219

Pack Memorial Library, 9, 18, 74
Parker, A. Kern, 248
Parker, Cora, 44
Parkhurst, Jackson, 263
Parkins, Ivan, 60, 61, 83
Parsons, Joseph Max, 32, 49, 58, 61, 73, 168
Pate, James A., 75
Patton, George, 195
Patton, Joe, 128
Peace, Rev. and Mrs. Lewis McKendrick, 13
Pearsall, Thomas, 93
Pembroke State University, 110, 126, 140, 250
Perry, James, 85, 200, 211, 267
Pezzulo, Lawrence A., 282–83
Phaup, John, 81
Phi Alpha Theta, 91, 184, 210, 216, 224, 259
Phillips, Robert F. ("Robin"), 39, 40, 41, 43, 45, 54, 115
Phillips, Robert F., Administration Building, 74, 115, 124, 183
Philosophy department, 264–65
Phi Theta Kappa, 34
Physical education requirement, 62, 247
Physics department, 273–75
Pierce, Gordon, 89
Pi Lambda Phi, 248
Piner, J. W., 123
Political science department, 117, 176, 227, 282–84
Ponder, Graham, 10
Pott, William, 88–89

Pow, Alex, 103–6, 118, 119, 165
Pratt, John, 190, 191, 232–33, 235
Prevost, J. Aaron, 58, 99
Prevost Committee, 99–100, 104, 105, 108, 116
Proffitt, Carl C., 10
Prokop, Charles, 285, 286
Psi Chi, 91, 286
Psychology department, 284–86
Puhan, Alfred, 76
Purks, Harris, 37, 39

Quinn, Barbara, 225

Rabin, Yitzhak, 122
Rackham, Jeffrey, 246, 261, 262
Rag and Bone Shop, 223, 261
Rainey, Gene E., 117, 161, 177, 178, 187, 192, 208–9, 216, 282, 283
Ramseur, David, 189
Ramsey, Claude, Jr., 58, 104
Ramsey, D. Hiden, 15, 37, 39, 69
Ramsey, D. Hiden, Library, 74, 84, 135 (illus.), 183, 212, 216; construction of, 58, 68–69; gifts to, 79; funding, 126, 149, 160, 161–62, 163–64; addition to, 242
Ramsey, Gertrude, 8, 40, 43
Ramsey, Harry, 181, 196
Ramsey, Jim, 154, 155
Ramsey, Liston, 188, 239
Rankin, William, 103
Ray, Julia, 171, 212, 226
Ready, Milton, 168, 169, 186, 197, 219, 260, 264
Reece, William J., Jr., 41
Reed, Arthea, 278, 279
Reed, Richard, 89, 192, 221
Reeves, William, 46
Regional universities, 96–98, 110, 111, 114, 127, 142, 146, 152–53, 156
Regional University Act (1967), 97–98, 100
Reid, Cecil L., Academic Award, 72, 200, 225
Reid, Paul, 98
Remington, Lloyd, 180, 197, 268, 269
Research: grants, 121, 130, 184, 185, 187, 228, 250, 258, 260, 262, 267, 269, 274, 279, 285; student, 130, 274–75
Reynolds, A. C., Citizenship Award, 83, 88, 179, 219
Reynolds, Alonzo Carlton, 3, 4, 6, 7, 8, 9–10, 11, 42, 289
Reynolds, Evelyn, 10
Reynolds, John M., 40, 41, 42–43, 45, 50, 51, 54, 58, 99, 102, 104–5, 212
Reynolds, Russell, 214
Reynolds, Z. Smith, Foundation, 278, 285, 287
Rhoades, Verne, 44–45, 70
Rhoades, Verne, Science Building, 47, 70, 74, 79, 121, 239, 242, 272
Richards, W. W., 44
Richardson, Elliot, 190
Ridgerunner, 73–74, 80–81, 108, 169, 174–75, 176, 179, 189, 223
Riesman, David, 243
Riggs, Gregg, 131
Riggs, Roy A., 60, 73, 84, 87–88; as vice-chancellor, 125, 127, 161, 170, 176, 197, 201, 202, 206, 208
Roberson, T. C., 23, 40
Roberts, Albert H., 11
Roberts, E. B., 14–15
Roberts, Landon, 43, 44
Roberts, Stone, 256
Robinson, H. F. ("Cotton"), 180–81, 200
Robinson, Richard, 204

Robinson, Robin, 63
Rockwell, Paul, 89
Rogers, Sandra, 168
Rosenblat, Howard, 85, 168
Ross, W. James, 265
Rowlet, Larry, 266
Royalle, Christelle, 210
Rubin, Louis O., Jr., 192
Ruiz, Michael, 273, 274, 275
Russell, Mrs. Robert, 10

Sabo, William, 227, 282, 283
Said, Abdul, 122
Salisbury, Harrison, 169
Sandburg, Carl, 29
Sanders, Doris, 81
Sanders, John, 153
Sanford, Terry, 48, 51, 52, 54, 58, 140
Sarrano, Juan, 82
Schaffhausen, Roxanne, 189
Schandler, Aaron, 227
Schandler, Joseph, 81
Schapiro, Gene, 207
Scholarships, 27, 34, 174, 211, 225, 241, 242, 251–52; athletic, 23, 28–29, 34, 225; art, 128; Fulbright, 256, 258, 259, 262, 268
Scholastic Aptitude Test (SAT), 100, 126, 173, 206, 212–13, 247, 256, 277
Schreiber, Virginia Bryan. *See* Bryan, Virginia
Schultz, Gene, 284, 285
Science Day, 217, 270
Science department, 242
Science requirement, 62, 246–47
Scism, Thomas, 214
Scott, Charlie, 124
Scott, Robert, 123–24, 129; and creation of UNCA, 99, 102–3, 104, 107, 123; and university restructuring, 143–44, 145, 146, 147–49, 150, 152, 154, 155
Seely, Evelyn, 29, 30, 32, 33
Seely, Fred, Sr., 29, 32
Seely, Fred, Jr., 29, 30
Seely Castle, 1, 29, 30–31, 32–33, 35, 36, 42–43, 44, 47, 50, 135 (illus.)
Seitz, Theodore, 221, 284
Serota, Cornelia Ann, 22, 24, 32, 49
Servicemen's Readjustment Act (GI Bill, 1944), 22, 23, 26, 138, 173
Sex discrimination, 197, 203–4, 205
Sgan, Arnold, 182, 193
Shinn, Mr. and Mrs. Tom, 77
Shoaf, Ted, 88, 278
Shorb, Ellis, 60, 61, 83, 88, 169, 182
Shuford, John, 11–12, 46
Shuster, Lee, 90
Sigma Mu Pi, 34
Simpson, Peggy, 81
Simulation program, 117–18, 176, 187, 207, 209, 283
Singletary, Otis A., 50–51
Six Associates, 42, 44, 45, 46–47, 68
Sluder, Sandra, 88
Smart, Solon D., 58
Smathers, William M., 2, 10, 14
Smith, Bernard, 171, 192, 194
Smith, Lynn, 223
Smith, McNeil, 153
Smith, Robert Lee, 22, 23, 24, 26, 30, 31, 33
Snelgrove, C. P., 84
Social sciences program, 245
Social sciences requirement, 62, 116, 246–47
Sociology department, 287–88
Southeastern Forest Experiment Station, 272
Southern Association of Colleges and Schools, 24, 25–26, 57, 74, 84–85, 111, 125, 270
Southern Highlands Research Center,

211, 216, 259, 260, 264
Speaker Ban Law (1963), 56–57
Speirs, Ed, 85
Spring Wildflower Pilgrimage, 200, 211
Squibb, Dexter, 78, 217, 225, 268, 270
Starnes, O. E., Jr., 41, 43–44
Steen, Claude, 168
Stephen F. Austin College, 130
Stephenson, Florence, Hall, 13
Stern, Henry, 189, 258
Stevens, Cissie, 251
Stevens, John G., 89, 121, 184, 216, 217, 247–48, 269, 270, 274
Stevens, John S., 102, 105, 151, 153, 154
Stevens, Virginia, 121
Stevenson, J. J., Jr., 7, 11, 14, 15, 17, 21
Stevenson, Zollie, 179, 205
Stewart, Brenda, 187
Stewart, James A., 75, 92, 109, 179, 182, 197, 200, 219, 264; and Oxford program, 89, 90–91, 124, 185, 219
Stewart, Rhonda, 168
Stoessel, Walter, 76
Stokely, Wilma Dykeman, 12, 46, 86, 212
Strain, Sally, 78
Straus, Karl, 192, 244, 294
Student activities, 5, 27, 28, 118
Student activity fees, 166, 169, 174, 194, 208
Student Government Association, 27, 127, 129, 161, 166, 168, 169, 171, 174–75, 178, 189, 194, 199, 208, 223
Students, 9–10, 11–12, 17–18, 26–27, 41, 53, 90, 175; veterans, 22, 23, 25, 26, 35, 51, 138, 179; government, 34, 77, 80, 109, 114, 118, 166, 248–49; high school, 52, 217, 225; and academic curriculum, 60–61, 64–65, 66, 244; faculty/student ratio, 64, 149, 160, 161–62, 163–64; and dormitories, 70–71; Vietnam War protests, 83, 86, 112, 120–21; SAT scores, 100, 173, 206, 212–13, 247, 256, 277; on faculty and university committees, 114, 118, 127–28, 165, 166; research, 130, 274–75; financial aid, 173, 211, 241–42; strike over tenure denials, 178–79; WCU program, 196; nontraditional, 241, 243–44, 249; art works, 256
Student Senate, 77, 114, 118
Student services and affairs, 73, 197, 208, 248–51
Student Union Board, 248
Sullivan, Mrs. S. B., 2
Sulock, Dorothy, 206
Sulock, Joseph, 189, 276, 283
Sultan, Norman, 128
Summey, Gwen, 219
Summit, 11, 25, 34, 84, 169
Sumner, C. A., 17, 23
Swain, Robert, 239
Swalin, Benjamin, 207
Sweeney, Paul, 210–11, 257
Sweet, Gordon, 57, 84
Swim team, 131, 185, 198

Talman, Fleming, 45
Tanglewood Children's Theatre, 257
Taylor, Charles, 102
Taylor, Don, 36
Taylor, Evelyn, 199
Taylor, Ferebee, 153
Taylor, Maxwell D., 76

Taylor, Pat, Jr., 147
Taylor, Roy A., 7, 25, 81, 209, 212, 216; in General Assembly, 37, 46; on board of trustees, 40, 41, 43; in U.S. Congress, 171, 199
Taylor, Roy A., Public Speaking Award, 199
Taylor Instrument Company, 266
Teal, John, 84
Tennent, Charles G. ("Buzz"), 21, 87, 212
Tennent, Charles G., Park, 87
Tenure Policies and Regulations, 202, 203, 204
Theatre UNCA, 132, 257
Theta Chi, 248
Thines, Rob, 29
Thomas, Joab, 227
Thompson, J. J., 180, 197
Thunderland (Hayes), 36
Thurman, William, 82, 182
Tipton, Dewitt, 263
Tipton, Johnny, 27
Tomberlin, R. A., 24
Tone, Fred, 194
Toon, Malcolm, 76, 282–83
Triangle Universities Computation Center, 121, 128, 247
Trullinger, Robert, 89, 184, 208, 216–17, 221
Tuition, 7, 11, 21, 22, 49, 149–50, 158, 164, 242

Uldricks, Ted J., 260, 283
Undergraduate Research Organization, 217
U.S. Department of Education, 235
U.S. Department of Health, Education, and Welfare (HEW), 127, 197, 234–35; Office of Civil Rights (OCR), 190, 191, 205, 232, 233
U.S. Forest Service, 218, 228
U.S. Supreme Court, 46, 235–36
University Graphics, 252
University of North Carolina, 27, 37–38, 57, 111, 112, 119, 138, 164, 212–13; desegregation, 46, 189, 231–32, 233, 234, 235, 236; Carlyle Commission and, 52, 55, 140; A-B College merged with, 89, 92, 93–95, 97–98, 99–107, 108, 113, 126–27, 143, 144, 163; conflict with Board of Higher Education, 109–10, 114, 117, 123, 139–41, 146; budgets, 110, 142, 149, 158–59, 188, 238–39; restructuring and, 138–39, 144–45, 148, 151, 152–53, 155, 156–57; public television, 183–84; tenure policy, 203; Faculty Assembly, 225
—Board of Governors for the University: establishment and powers of, 155–60, 163, 164–65, 167, 171–73, 238–39; and UNCA program, 171, 175, 177, 179, 193, 198, 217, 241, 242, 262, 263, 265, 277; and desegregation, 190, 191, 232, 233, 234–35, 236; and tenure policies, 192, 193, 202–3
—Board of Trustees of the Consolidated University, 110, 111, 112, 113, 115, 139, 141–42, 143; and establishment of UNCA, 93, 99–100, 101, 102, 103, 106, 117; restructuring and abolition of, 145–46, 147–48, 150, 152, 154, 156
—General Administration, 122, 123, 147, 177, 213, 240, 276; and UNCA program, 108, 118, 160, 161, 167, 245, 270; and budgeting, 110, 244; and Board of Higher Education, 114, 117; restructuring

and, 151, 155–56, 157, 161, 163; and tenure policy, 172–73, 192–93, 204, 205; and desegregation, 190, 191, 232, 234, 236
University of North Carolina at Asheville (UNCA), 107, 108, 195, 207, 210, 212–13, 216, 228, 288–89; educational program and mission, 109, 116–17, 118, 126–27, 132, 149, 160–62; self-study, 111, 125; academic calendar, 113–14, 125, 167, 240; building construction, 114–15, 175–76, 183, 188, 220, 226, 231, 239, 242; WCU Oteen Center conflict, 118–19, 123, 160, 165, 177; grants to, 121, 128, 197, 199, 245, 257, 269, 274, 278, 285; administration, 122–23, 221–23, 239–40, 242–46; first graduation, 123–24; land acquisition, 125, 244, 245; budgets, 125–26, 129, 149, 182–83, 189, 210, 255; restructuring and, 137, 149, 150, 160–62, 163–65, 171; Board of Trustees, 161, 171–72, 173, 175, 177, 178, 191–92, 194, 203–4, 226, 242, 248, 294–95; tenure controversy, 172–73, 178, 192–93, 202–5; joint WCU program, 180–82, 183, 184, 188–89, 196, 209, 214–15, 240–41; desegregation, 190, 231–32, 233, 237; and sex discrimination, 197, 203–5; fiftieth anniversary, 199, 209, 211, 216, 251. *See also* Asheville-Biltmore College; Curriculum
UNCA and Affiliates Park, 245
UNCA Foundation, 174, 242, 251–52
University of North Carolina at Chapel Hill, 52, 64, 95, 120, 137–38, 150, 184, 206, 241, 247; medical school, 96, 138; law school, 138; restructuring and, 146, 148, 149; School of Public Health, 176
University of North Carolina at Charlotte, 111. *See also* Charlotte College
University of North Carolina at Greensboro, 75, 95, 116, 148, 206, 241
University of North Carolina at Wilmington, 106, 111, 116–17, 126. *See also* Wilmington College
University Planning Council, 240, 246

Vagabond School of Drama, 258
Vanderhorst, Mary Jan, 224
Vandermeer, Jozef, 206
Van Engelen, Debra, 269
Vaughn, Sarah, 17
Veterans, 22, 23, 25, 26, 35, 51, 138, 179
Vidich, Arthur, 215
Vietnam War, 75–76, 83, 123, 131; student protests, 59, 86, 112
Vinson, James, 180, 182, 193, 216, 218, 222, 247
Visiting Executive Program, 280–81

Wagoner, William, 98–99, 102, 106
Walker, Philip, 60, 61, 80, 83, 88, 182, 193, 259–60
Wallace, Herbert, 25
Walton, Thomas, 81
Warren, Larry, 189
Warren, Lindsey, 106, 144, 146, 148
Warren Commission, 144–48, 151, 155
Warren Wilson College, 15, 168, 227–28
Washington and Lee University, 90
Watkins, Floyd, 192
Weaver, W. T., Boulevard, 44–45, 47, 70
Weaver, W. T., Park, 25, 28

Webb, Louis, 74, 84
Weber, Ann, 284, 286
Weede, Fred L., 9
Weepers, 34
Weir, Weldon, 45, 47
Weizenblatt, Sprinza, 211
Wells, Frank, 9
Wells, Reeves, 32
Wengrow, Arnold, 125, 131, 132, 187, 188, 192, 207, 210–11, 223, 257
Weshner, Margaret, 227
West, Cameron, 102, 103, 141, 143–44, 145, 146
Western Carolina Industries, 41
Western Carolina Teachers College, 27, 96, 97, 98, 138, 140
Western Carolina University, 102, 104–6, 129–30; Oteen Center in Asheville, 118–19, 123, 160, 165, 177; merger with UNCA program, 180–82, 183, 184, 188–89, 196, 209, 214–15, 240–41; School of Nursing, 200
Whatley, Katherine, 269, 274, 275
Whisnant, Charleen, 120
White, Barrington R., 198, 200
White, Thomas J., 79, 81, 89, 94
Whitman, Ainsley, 68, 79, 211–12
Who's Who in American Colleges and Universities, 78
Wilder, Francis S., 15
Wilder, Thornton, 207
Wiley, Bell I., 210
Wilkerson, Sylvia, 83
Williams, Jonathan, 83–84
Williams, Louise, 22
Williams, Robert, 229, 231, 280
Wills, James, 92
Wilmington College, 27, 37, 38, 39, 87; expanded to four-year institution, 52, 53, 54, 55, 71, 93, 140; merged with UNC, 97, 98–99, 100, 101, 103, 105, 143, 144
Wilsman, Karl, 35, 73
Wilson, Jack, 85
Winger, Maurice, Jr., 171, 192, 194, 212, 220
Winner, Dennis, 239
Winston-Salem State University, 110, 126, 140
Wishart, Lutrelle, 24, 25, 32, 34, 49, 80, 182
WLOS-TV, 128, 216–17, 282
Wolfe, Fred, 192
Wolfe, Thomas: seventy-fifth anniversary, 192
Wolfe, Thomas, Auditorium, 263
Women, 249, 266; swim team, 131, 185, 198; basketball team, 168, 206, 249–50; athletic programs, 169, 194, 206, 225
Wood, Frederic Marcus, 85, 182, 184–85
Wood, Frederic Marcus, Latin Prize, 256
Wood, Olin, 229–30
Wood and Cort, 245
Woody, Floyd, 24, 32, 34, 35
World Meteorological Association, 80, 265
Worley, A. L., 32
Wright, Blanton, 18
Wright, Edward N., 10, 11
Wright, Elizabeth, 32, 34, 72, 225
Wright, Kenneth, 178
Wright, Manly E., 44, 72, 107, 212, 224–25; on board of trustees, 40, 45, 58, 101, 102, 104; and Carlyle Commission, 52, 54, 93
Wright, Manly E., Award, 225
WUNF-FM, 128–29, 168, 189, 206, 215
Wutschel, Alice, 73, 85, 168, 199,

206, 209, 219
WWNC radio, 27, 34
Wyatt, Trish, 250
Wynne, Richard, 25, 46

Zageir, Coleman, 79, 174, 187, 211
Zageir, Coleman, Social Sciences Building, 89, 124, 150, 175–76, 183, 187, 245
Zageir, Helen, 174, 187, 211
Zerfoss, Lester, 88, 180, 185, 200
Zimmerman case, 5
Zumberg, Tom, 185, 200
Zurhellen, J. Owen, Jr., 282

(*continued from front flap*)

As a result, UNCA's reputation as a public institution that provides a high-quality undergraduate liberal arts education now reaches far beyond its mountain setting.

Dr. William Edward Highsmith, president and chancellor for 22 years, received his Ph.D. in history from Louisiana State University.

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Jacket illustration: UNCA's Phillips Administration Building, with Mt. Pisgah in the background. (Photograph: Benjamin Porter)

Since the William E. Highsmith University Center opened its doors in the fall of 1982, it has been the heart of student life at UNCA and the site of numerous student-oriented events and activities. In addition to the campus bookstore, dining hall, meeting rooms, and snack bar and game room, the center houses the offices of Multicultural Student Affairs, the Student Government Association, Student Development, Adult and Commuter Services, and Underdog Productions (a student-run programming organization).

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